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**EXPLORING EFL STUDENTS' METACOGNITIVE STRATEGIES WHEN  
COPING WITH SPEAKING ACTIVITIES IN A COMMUNICATION CLASS: A  
COLOMBIAN CONTEXT CASE STUDY**

**BY**

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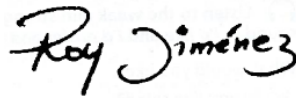
**RESEARCH PAPER**

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## AFFIDAVIT

I, Roy David Jiménez Ariza, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

A handwritten signature in black ink that reads "Roy Jiménez". The signature is written in a cursive style with a large, stylized 'R' and a clear 'Jiménez'.

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ROY DAVID JIMÉNEZ ARIZA

### **Abstract**

Learning strategies has been the focus of numerous studies in the field of language learning and teaching. Among learning strategies, there are Metacognitive Strategies, which have to do with the tools learners use to regulate their learning process. These tools may enhance the development of a skill, for example speaking. Because of this, knowing how students monitor their language to cope with speaking activities is important. Hence, this research focuses on exploring the Metacognitive Strategies a group of student employ in speaking activities. The participants of this study were 10 EFL students from a public university in Colombia. A qualitative method, interviews, observations and a checklist were used to collect and analyze the data. The findings reveal that the students use Metacognitive Strategies related to planning, monitoring and evaluation; being planning the most salient among the three of them. Additionally, the use of metacognitive strategies depends on the type of speaking activity, the difficulty of the task, the time allotted for the activity and the proficiency level of the students. The results of this study are relevant in both the research and teaching field. First, in the research field, it provides more literature as few studies have been addressed on this topic. Second, in the teaching field, it may serve as a source of information for methodological approach inside the EFL classrooms since it gives lights on students' actions when undertaking speaking.

*Keywords: Metacognition, Metacognitive strategies, speaking, speaking activities.*

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## **Chapter 1: Introduction**

English has become one of the most important languages around the world; it is used in many contexts where it is necessary to communicate using a single language for example in business, politics, religion, technology, and then some. The importance of the English language lies in that to be part of this globalized language world, English is the answer. According to Kachru (2006), “English has a wide spectrum of domain in which it is used with varying degrees of competences by members of society, both as an intranational and international language” (p.243). English undoubtedly has space even in non-native English speaking countries where governments create policies to turn this language part of their citizens for them to be up to date in every aspect where they require to speak a second language. An example of this is seen in present jobs that might need their applicants to know a second language because of the international relationships that might be presented, in technology it is quite important since most of the symbols instructions and programs on computing is in English, some political parties in some countries, where English is not their native language, use English in their propaganda. All of this is done not because English is trendy, but because it is becoming an essential part of our life.

Teaching as well has experienced changes. In Colombia for example, schools and universities have implemented many changes in their curriculum to put the English language in a more privileged stand. All of this because of the necessity to provide society with citizens who can be able to perform well in different contexts that require the use of a second language. This is supported by Velez (2003) who remarked that schools and universities are teaching English not because they just want them to speak a foreign language but to what they can do knowing a foreign language. There is much interest in

learning English in Colombia that M.E.N has implemented a project, the Colombian bilingual project, where is clearly stated the relevance and involvement of the government to become this country, in a second language speaking society.

On the other hand, strategies are a topic that has been the focus of research within English as a second or foreign language. The study of learning strategies has been a field in research which is treated from many perspectives because of the relevance it has for the language learning context. Several experts have carried out researches on the identification and understanding of learning strategies; and this theoretical basis began in the 1960s with O'Malley & Chamot, 1990; Weinstein & Mayer, 1986 some other authors followed this mainstream and focused on describing learning strategies used by successful learners Rubin (1975), Naiman, Fröhlich, Stern, and Todesco (1978).

There are many classifications of learning strategies and different experts add their criteria to it. Inside the different taxonomies on learning strategies, Metacognitive Strategies (MS) play a key role in knowing how learners arrive at developing language mastering when presented, especially, a speaking activity and how these strategies help them to carry it out, in this sense O'Malley and Chamot (1990), explains that MS are “higher-order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity” (p.44). Hence, the importance of researching MS is in the fact that it can contribute to a critical awareness of how learners cope with speaking tasks, it also helps them to be conscious of their weaknesses and strengths and when doing that, they are more likely to “actively monitor their learning strategies and resources and assess their readiness for particular tasks and performances” (Bransford, Brown, & Cocking, p. 67).

Although nowadays language teaching aims at making students competent language users, teachers sometimes leave aside the importance of understanding how learners arrive at that stage. For this reason, the present study is important for various reasons. Firstly, because it will provide information to understand not only what happens beyond methodologies, tasks and materials worked in speaking class, but also how these aspects come together when students struggle with the target language. Secondly, this study as well gives an analysis of the different MS students may utilize to cope with speaking activities, in this way providing teachers with a source of information to support themselves in their practicums. Finally, the importance of this study lies on the existence of a research gap in the literature existing in Colombia regarding MS and speaking.

The main purpose of the research to which this project refers, seeks an exploration of the MS employed by a group of EFL students of English in a Colombian university that has been identified as a case for the study, specifying the reasons why it was chosen and declaring a set of arguments, which are presented in the following paragraphs.

This paper is divided into six chapters. Chapter one presents first the introduction of the topic, which gives an outline of the importance of the topic under investigation. Second, the statement of the problem that guided the interest in the topic addressed in this research. Third, the research question, the objectives to achieve and the revision of the literature on the topic of the proposal.

Chapter two focuses on the theoretical background and important concepts to understand the issue approached in this paper.

Chapter three establishes the type of research this study used, the kind of study and the different data collection techniques employed along with a description of the participants.

Chapter four describes the main findings of this research by analyzing the teacher's and students' interview, the data from the observations and the checklists administered.

Chapter five, gives an account of the most salient implications retrieved from the findings. Finally, the conclusion reached after the investigation and the implications are given in chapter six.

## 1.1 Statement of the problem

Metacognitive Strategies (MS) within language learning have brought positive impacts on the way students approach to master a specific skill, for example, reading, writing, or listening. Most of the researches done in language learning aims at teaching certain kinds of specific MS to tackle any learning problem the researcher believes the students might have. In the arena of speaking, it has shown significant value in terms of enhancing speaking performance at specific levels. However, the limited number of studies directed at the identification of MS in a classroom setting without the intervention of a researcher is scarce (Dewi, Kahfi, and Kurniawati 2017; Karim 2019; Fauziati 2019).

In Colombia, for example, MS has been studied for different objectives. In Garzon's (2018) action research, the implementation of metacognitive reading strategies demonstrated an enhancement in the participants' reading comprehension skill. Following the trend of action research, Echavarria's (2017) study demonstrated the benefits the instruction that some MS, adopting Vandergrift's (2004) instruction model, had on the listening comprehension skill in the students selected and development of the students' metacognitive awareness about their listening process.

In the specific field of the writing skill, Jaramillo (2019) examined the difficulties some university students had when writing and how an intervention concerning specific MS supported their writing of descriptive paragraphs and improved their performance.

Among the studies carried out on speaking and MS in Colombia (Peñuela, 2015; Ortiz, Rojas, Escobar, and Leyva, 2018), it can be said they are focused on teaching specific MS; these types of interventionist studies are indeed relevant. Nevertheless, they

do not evaluate holistically the speaking skill scenario which is important because it might prevent future researchers to make assumptions on what a group of learners needs or lacks, contrarily to this study that searches for an exploration of MS some students employ in a speaking class. In this sense, Swedberg's (2018) angle on exploratory studies highlighted their importance by expressing that they are the soul of a good research also that "they consist of an attempt to discover something new and interesting, by working your way through a research topic" (p.2).

Thus, understanding the importance of an exploratory study on MS and the benefit it brings to the EFL learning context, this investigation can be amply justified, both in general perspective as a contribution to the learning strategies research field and comprehension of a current phenomenon inside an English speaking classroom. This study also may give valuable information that can be used to evaluate how the speaking skill is learned in an EFL university classroom since not a single research study that deals with the topic under this investigation can be identified in a Colombian EFL context. Also, the present research seeks by some means to stimulate the interest among teachers and learners about possible alternatives to discuss when teaching and learning speaking strategies in a Colombian university. Apart from the implications this research can have in the language field, it also would lead to knowing whether or not the students' speaking performance undertaking speaking activities are improved by their use of MS.

It is meaningful to mention at this point that in the specific context this study is carried out (a public university), the teaching of English as a foreign language is emphasized considering some aspects necessary for the students to succeed in their future career as EFL teachers and also in the process of learning a foreign language while

studying their degree. Among the necessary contents taught to develop the students' proficiency in language learning and teaching, the curriculum of this undergraduate program devotes specific subjects so that students can master the use of strategies in particular skills. The skills they emphasized are listening and reading, and there is also a subject that focuses on the learning of the suprasegmental features of the English language but without the intention of teaching strategies as the other subjects do. As well as listening and reading strategies, the learners studying this degree are also taught a subject called *autonomous learning (aprendizaje autonomo)* whose intention is to guide the undergraduate students to the use of cognitive and MS to potentiate their capabilities for the development of their critic and creative thinking. However, this subject was not specifically created for the students of English and does not aim at the development of a specific strategy within language learning. Instead, it is taught, in the mother tongue, in all of the programs in this university and it cores the teaching of general knowledge about strategies. In the precise degree of EFL, such mastering of strategies in reading and listening will eventually help students to obtain high scores in the final examination they take by the end of their degree, which focuses on listening, reading and written structure of the English language. The final score in this exam will determine the student's level of English regarding the common European framework of reference for languages.

Those subjects have an important impact on the process of the students' metacognitive language learning because they can use those strategies to regulate their learning. Nonetheless, there is not a formal guide that centers the students' attention in learning speaking strategies. As the present study explores the MS some students employ in an English speaking class, this can provide significant data that may suggest the

implementation of a subject dedicated to the teaching and learning of strategies related to speaking. This will complement and enrich the syllabus in this institution because the objective of this degree is to make competent users of the target language in every aspect and it seems that focusing only on teaching students strategies in listening and reading neglect in one way or another the importance of knowing certain strategies to speak, which may help the learners to be more proficient.

## **1.2 Research Question**

- How does a group of intermediate level students of EFL at the English language Program at a public university cope with their speaking activities by employing MS?

### **1.2.1 Sub-questions**

- What MS do they use when speaking?
- What factors contribute to the use of MS?
- How effective are the MS they use to cope with speaking activities?

## **1.3 General Objective**

- To describe the MS used by a group of intermediate level students of EFL when coping with speaking activities in a communication class at the language English program in a public university in Colombia.

### **1.3.1 Specific Objectives**

- To identify the MS students used when speaking.
- To describe the speaking activities proposed by the teacher.



- To analyze the factors that contribute to the use of MS during the speaking activities proposed by the teacher.
- To determine the effectiveness of the MS used by the students to cope with speaking activities.

## 1.4 Literature review

There has been a significant interest in studying learning strategies in the English language. Among the good number of studies focusing on investigating learning strategies, the study of MS within the speaking skill has shown a noteworthy research tendency in recent years but there is still a need to broaden the kind of studies regarding metacognition and speaking. The following literature review gives light on the researches that have been undertaken in the field of learning strategies but considering MS and the speaking skill.

Sodagari and Dastgoshadeh's (2015) action research study, *A Comparative Study of MS in One-way vs. Two-way Speaking Tasks among Iranian EFL Learners*, investigated the different MS 60 advanced level learners used depending on the kind of speaking tasks developed in class. The participants were administered the metacognitive strategy questionnaire by Oxford (1990) to discover the strategies they used when undertaking a speaking task. This research consisted of having a control group conventionally practicing speaking tasks while an experimental group practicing the speaking tasks after receiving MS instruction. The results of the metacognitive teaching instruction showed that the experimental group did better on the speaking task than the control group which evidenced significant gain in the EFL students' speaking ability.

Peñuela (2015) reported in her action research titled *Using MS to raise awareness of stress and intonation the impact that three MS training had on ten Colombian adult learners' stress and intonation while speaking English*. The MS were overviewing, goal-setting, and self-evaluating. This research was developed in three cycles which included: training on the use of the metacognitive strategy in different speaking activities, identification of stress in different videos or audio tracks, and the monitoring of the use of the metacognitive strategy

learned during one week. The data were collected through learning logs, recorded artifacts, and teacher's field notes. On the whole, this research showed that the participants fostered their awareness to expand the knowledge they have on stress when speaking, enhanced their confidence as speakers of the English language, and finally learned how to use the MS directed in this research.

In the study, Learning strategies to develop speaking skill: a case study of good oral competent students of Madrasah, the researcher, Karanggede (2016), focused the investigation to analyze the different learning strategies used by good oral competent students in the speaking skill. This study centered its methodology on identifying the strategies used by two competent English speaking students through the application of Oxford's classification of language learning strategies. One of the objectives was to identify the factors that make good oral competent students choose a kind of strategy among the various range that there are. Another aim was to identify the most salient strategies used by the participants in terms of similarities and differences. This study revealed that the participants applied six learning strategies, noticing the difference in use depending on the frequency. This research also pinpoints the different factors that influenced the choice of the strategies used. Among the factors, the researcher mentions the level of the English skill, the learning styles, the attitudes and the willingness the students had along with the teacher's personality. The learning strategies the two participants recurrently used were compensation strategies by scoring higher and social strategies by scoring lower and the other kind of strategies used was MS followed by memory strategy.

Dewi, Kahfi, and Kurniawati (2017) explored the different MS used by some EFL students in an Indonesian context and the impact they had on their learning of speaking English. This case study titled *Exploring EFL Students' MS in Speaking Class: An Indonesian Context*, centered on the collection of data through the implementation of different techniques such as observations, questionnaires, and document analysis. For the identification of the different MS used by these fifteen participants of the second semester in this Indonesian university, the researcher utilized Oxford's (1990) categories which revealed the use of the following MS: overviewing, linking prior knowledge, paying attention, organizing, delaying the speak to focus on listening, identifying the purpose of a language task, seeking practice opportunities, self-monitoring, and self-evaluating. This investigation also presented that the students who used MS the most, proved better results in their speaking scores than those who did not tend to use any strategies.

Karim (2019) explored the use of MS to develop autonomous speaking skills in a research titled *Enhancing the Speaking Skill Using Metacognitive Strategy*. The researcher established this premise on the participants' metacognitive awareness and the kind of metacognitive strategy use they had. The participants in this investigation were six learners who were thought to be high achiever students and whose responses, regarding their speaking learning employing MS, were gathered through the use of in-depth interviews based on the Strategy Inventory for Language Learning (SILL). The analysis of the data discovered that most of the participants had problems learning to speak English because they paid more attention to the learning of English once they had entered the university, it also showed that they used cognitive knowledge strategy and socio-affective strategies to cope with the planning, monitoring and evaluation process in the metacognitive learning

development. This study also revealed that while the learners developed awareness in their metacognitive learning process, self-appraisal and self-management were the MS that influenced them the most.

Another research immersed in the MS setting is Saputro and Fauziati (2019) in a study titled *MS Used by Good Students to Improve Their English Achievement*. This qualitative case study centered on a group of high proficiency students of the English language, to determine not only the types of MS they used but also the ones they preferred the most. This research focused on Oxford's classification of MS to have an idea of the participants' strategy use. Along with this classification, some questionnaires and open-ended interviews were used to gather relevant data, and the analysis of the information pointed out that all types of MS were used by the high proficiency students with a match of 14,6% between the strategies: paying attention and delaying speech production to focus on listening, 7,3% among overview and linking with already known material, finding out about language learning, and setting goals and objective. Besides, this research revealed that the MS the students preferred to use the most were paying attention and setting opportunities to practice the language learned, which according to the researcher's perspective improved the learners' English achievements.

The previous researches illustrated some of the different ways that have been traced when investigating MS. Most of which presented the advantages those participants in the researches might withdraw from the teaching of MS for different purposes, for example, language performance improvement, and strategy awareness use. Nevertheless, there is not a wide range of empirical studies that show how students employ MS when coping with speaking activities. The scope of this research goes beyond the exploration of the MS

student may employ when participating in speaking class. The present case study focuses as well on the factors that influence their use and the effectiveness those strategies have when students communicate in English.

## **Chapter 2: Theoretical Framework**

This chapter gives an account of the theoretical concepts this research has through the discussion of the working definitions of speaking, speaking as meaning, components of speaking, communicative competence, strategies, metacognition, MS and MS learning models.

### **2.1 Working definitions of Speaking**

Learning a foreign language implies the understanding and appropriation of different skills to be proficient, such skills are reading, listening, writing, and speaking. This latter is undoubtedly one of the most emphasized ability worked in many classrooms around the world and that is why it is relevant to pinpoint some definitions traced from a variety of authors, Widdowson (1978), for example, attested that pondering speaking as its communicational objective, is part of a process where both the listener and the speaker play their role, meaning that speaking comprises two kinds of interaction receptive and productive. Hence the necessity to comprehend that although speaking mostly focuses on the person who is undertaking the act of producing utterances, it is also paramount to consider the other part necessary to establish communication as this interplay between participants, makes messages flow.

Florez (1999) defined speaking as a process to build up meaning considering form and meaning which depends on some factors such as the participants involved and their background information, the setting where it is taking place, and the aim for communicating. Speaking then is a process whose tenet is to develop meaning, but considering some characteristics such as the people involved, the surroundings and what is tried to be said and more important than that is the purpose of the mere act of speaking.

This is related to the view of speaking in different settings and the objective of developing this skill among learners.

Authors like Ur (1996) affirmed that Speaking is deemed as an abandoned skill in most foreign language classrooms and at the same time as one of the most complicated ability to attain. Some authors think speaking is still a neglected skill since the emphasis in most classrooms are on a different aspect of the language such as grammar, vocabulary, intonation among others which means that still in this modern era, traditional teaching methods are being used despite the changes in methodology that have appeared in recent years and speaking is pondered complex as many features are involved when learning to master another language, which is one reason why its teaching is left aside in the classroom.

Nunan (1999), regarding speaking, stated that success in another language is simply achieved by mastering the spoken skill which means by speaking it. According to this view, foreign language learning is achieved by knowing how to communicate in that language which is something Nunan considers as one and most important skill to learn.

In this sense, speaking is deemed as the most important ability to learn to be competent in another language. Not only do experts perceive speaking as a significant aspect in the foreign language that deserves lots of attention, but also teachers in classrooms perceive as well the necessity to make their students proficient foreign - language speakers. In this urging willing process, some experts think that for students to learn to speak in English it is essential the teaching of a countless set of linguistic aspects like grammar, phonetics, intonation, rhythm among others, but without dismissing the useful contribution these characteristics could have in foreign language learning and more specifically in speaking, there are some other concerns to take into account when teaching



and learning to communicate in a foreign language; that is why Littlewood (1981) asserted that learners of a foreign language require a lot more than a set of packed rules based on form to succeed in their attempt to take part in communicative settings; what they need, he insists, are what some experts call communicative functions and along with these communicative functions learners require instances where they can develop and make use of strategies that could help them in understanding language in current use. Parting from this point of view, speaking can be seen as a vehicle to transmit meaning instead of a grammatical set of patterns where accuracy might predominate.

Bygate (1998) proposed to define speaking considering the interactional basis it has, which fundamentally has to do with a decision-making process involving an interaction when communicating. This interpretation of speaking is related to the different communicational enterprises a learner has to do and how their decision making process when speaking might help them to achieve a goal. This understanding as well is closely related to a deliberate intention a learner has over how to approach a speaking activity because, in that process of making decisions, the learners have to decide on the best way to communicate their message implying, in a deeper sense, that they make use of a learning strategy and once they decide to select a specific strategy to begin a speaking act, they begin regulating their speaking performance which is the aim of a metacognitive approach to learning.

Eckard and Kearny (1981), Florez (1999) and Howarth (2001) following the view of speaking as an interactive process defined it as an interchange of communicating ideas, information, or emotional states between two or more people who share a commonplace and time and whose cooperation is important to convey a message. Learners inside a classroom interact in an educational context exchanging ideas and this endeavor considers

recognition of searching for resourceful ways to fulfill the presentation of a message, those ways may include using strategies and more specifically MS that can improve the speaking learning process.

Burns and Joyce (1997) and Luoma (2004) continued the idea of defining speaking as an interactive process but this time including meaning to produce, receive and process information, and the meaning depends on different factors such as the context where the speaking occurs, the participants in the conversation, the physical setting, and the purpose of the speaking act. Thus, there are variants when learners take place in a communicational exchange of thought resulting in the understanding of others as a necessary means to produce a speaking act and having this in mind, attention to what others express might require certain techniques to comprehend the message received. Also, having a purpose to speak is essential since the learner has to decide on the best approach to communicate his/her ideas clearly to perform well in any speaking activity, which leads to assuming that the learners constantly are in search of useful strategies to succeed in their speaking learning process.

In this construct of speaking and agreeing with previous authors, Torkey (2006) advocated that “speaking is defined as the learner’s ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context” (p. 34). This definition is relevant because it gathers, in a nutshell, the essential factors needed to achieve an effective communicative goal. That is to say, in the construction of speaking among interactants there must be an agreement of actions necessary to accomplish the task of speaking, those actions influence the development of the communicational process and determine the success of it.

## 2.2 Speaking as Meaning

Meaning is a key issue when communicating through oral discourse. Nevertheless, most of the time teachers think that the students who master plenty of grammatical structures are the most skillful communicators without envisaging that primarily when speaking, people tend to pay more attention to the meaning of what is said or heard rather than in its linguistic form (Littlewood, 1981). Conveying a message and at the same time being oneself understood through the use of spoken language already acquired completely or still developing is crucial in the interactive process of communication.

According to Brown (1978), classrooms cannot be a place for lexicogrammatical instructions, but a place focused on the exchange of language meaning. Hence the significance of being aware that classrooms are not the center in the learning process where hours of instructions are dedicated mainly on the display of grammatical instruction but as a different setting in which learners can be in touch with meaningful speaking activities.

There are some other reasons to think that speaking is more about carrying meaning than any other linguistic aspects. Richards (2008) considered that when communicating through oral discourse, the message trying to be conveyed is occasionally not fixed to a script where all participants know what to say. Instead, it is a process that constructs itself on the way with many variations such as reluctance, contractions, added phrases, and repetitions. As evidenced in this reasoning, speaking can be viewed as the ability to interact in any context by using a set of different patterns of interaction while speaking.

Transmitting a spoken message implies that the receptors of that message may be able to understand what is being said, that refers to conveying meaning through oral discourse, but as important as this could be there is always a need to know whether the

information was received correctly; this is what Bygate (1987) called negotiation of meaning. Negotiation of meaning plays its role in communication since speakers and listeners have to demonstrate if there is a smooth interplay between the messages that is evidenced in the different signals of understanding they make visible. This negotiation of meaning occurs when learners begin to speak to each other and this process lasts until the conversation is over. It is a continuous process of looking for ways to make their thoughts comprehensible to one another while they are speaking which indicates that this process is not centered on the speaker alone as he or she has to consider the listener as a source of input generator that contributes to the task of communication.

### **2.3 Components of Speaking**

The teaching of a foreign language requires considering many aspects. One of those aspects related to speaking skill is fluency. This component of speaking is sometimes thought to be related to speed, but it is more than what is implicit in this word. Fluency, according to Bailey (2006), is defined as the degree at which learners interact with others showing some mastering of normal speed, apparent confidence, and reluctance to use too many pauses or gap fillers. Regarding Bailey's words, fluency does not take into account speed as the ultimate objective. Instead, some other factors like the way speakers feel when undertaking in communicating, and the little dependence on gap fillers along with the little struggle to think of the necessary utterance to convey meaning are essential points that are included in developing fluency.

Another perspective on fluency is given by Byrne (1986). He asserted that the pivotal point in teaching speaking is to reach fluency, and this can be defined as the ability to express clear messages without much hesitation. He insists that this is achieved by

moving the students from a stage where they are receptors of the language to a stage where they can use the language freely to express own thoughts.

Byrne's definition of fluency takes into account the listener as the other element to carry out a communicational process and to avoid failures in the process. He clearly states that to do this, teachers must take the learner from a point where they are only imitating a language sample to a stage where they can use the language as an extension of their oral repertoire of the target language.

Richards (2008) also claimed that when creating materials to promote speaking in class, teachers need to have in mind the different functions speaking has, and the goal that is wanted to achieve through speaking and the reason why students need speaking skill as well. This implies the understanding of language as a situational engagement where the uses of strategies are purpose dependence. Therefore, teachers' awareness of this topic is relevant when deciding on specific speaking activities.

On the other hand, grammar has a role in the learners' ability to speak. According to Thornbury (1999), grammar is a vital part of every language. Without grammar, there is not a certainty in the learners' mind of knowing what things to say and how to say it, and this might result in an interrupted or poor speech. This suggests that the grammar component within speaking is present in every attempt to convey a message using the target language since learners are constantly in search of the best way to introduce their participation in any speaking act and also in providing a message comprehensible for others and also accurate enough for them to consider themselves proficient speakers.

In this regard, de Jong, Halderman and Perfetti (2008), also advocated that good grammar may help the students to reach the improvement of what to say and at the same time lead to better fluency. This means that in order for learners to evidence that they are

mastering the language to speak clearly, grammar is one of the routes to take to achieve this aim as improvement in their oral discourse depends at some point of the development of good grammar the learners' use.

A different aspect regarding the teaching of speaking has to do with pronunciation. This aspect of speaking is emphasized in different classrooms as a mere act of correcting learners when they mispronounce a word because they, most of the time, think of pronunciation as a way to achieve a native-like accent. However, Ur (1996) clarified that aiming at pronunciation is not a matter of reaching a native-like accent. Instead, it is simply a fact that learners can be understood by others by pronouncing accurate enough to achieve that purpose. Hence, the need to understand the importance of pronunciation not as a vehicle to reach a perfect way of speaking a language, but rather to get the learner to consider it as a tool to convey understandable utterances.

Fraser (2000) expressed that pronunciation is the most important aspect to learn a language in comparison to other sub-skills. He considered that pronunciation is an essential means by which the learners can express their ideas understandably despite making mistakes in other aspects of the language, and this happens with a learner's good pronunciation, whereas having a bad pronunciation with accuracy in other domains of the language may result in little understanding of the speech. Pronunciation is a necessary angle that learners must see because of the importance it has for the sake of attaining a comprehensible exchange of ideas between speakers of the target language.

Another component present in the speaking language is related to vocabulary. "vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (Alqahtani, 2015, p.2). This interpretation intends to explain that vocabulary is not

focused simply on *words of a language* as definition, it also goes beyond the mere word in isolation to see it as a unification of words or groups of words that together can produce meaning. Thus, in this process of creating sentences, that produces ideas that are materialized later during the oral production, vocabulary plays a relevant role as they are the basic units of the ideas spoken to others.

Another view of vocabulary is Richards' (2002). He explained that "vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p, 255). In regard to this, vocabulary is a component that can affect the macro skills and it is an essential part of the development of the learners' abilities in the target language. Correspondingly, vocabulary may be seen as the fundamental means to learn a language and to exploit it in different ways.

Yet another aspect in terms of speaking is proposed by Burns and Joyce (1997). They made emphasis saying that participants in a conversation need certain kinds of discourse patterns to establish an understandable exchange of utterances where they can anticipate and expect a response within this process of communication. Learners also need to know some other elements present in the process of communication such as turn-taking, rephrasing, providing feedback, or redirecting. These are relevant components teachers must consider when teaching speaking since communication is a process where there is a continuous interchange of thoughts that although most of the time is unplanned there are aspects in discourse that can be learned to aim a desirable communicational process.

## **2.5 Communicative Competence**

The expectation when teaching a foreign language is to have learners achieve Communicative Competence (CC), and this term comprises some components such as,

organizational, pragmatic, strategic, and psychomotor. Richards (2002) included these tenets and also suggests that to reach communicative goals, it is essential to pay attention to how the language is used, it means for what purpose, and not only precise mastering of grammar, to genuine language and setting and to the need for students to apply language learned in the classroom into the real world. In this sense, CC refers to the fact of thinking of classroom instruction as a mediational setting to provide learners with the necessary tools to encounter language in real life but aiming at the big picture of language which encompasses its use in terms of knowing what to do with language, and also how to use that language strategically.

Canale and Swain (1980) used the term CC “to refer to the relationship and interaction between grammatical competence...and sociolinguistic competence” (p. 6). It can be inferred from this quote that language classrooms have to include both aspects for the learners to develop their full potential when learning the target language, it must include and assess the formal rules of the language being learned but also how those set of formalities help them develop socially outside the educational settings.

In the same manner Hymes (1972) referred to CC as what speakers need to know not only in terms of grammatical structures but also their use and the pertinence in a given social context. CC is a relevant issue when thinking of teaching learners to communicate in a foreign language and to do that most teachers focus on achieving this through the use of different activities, which is through communicative tasks.

Richards (2008) stated that when students are dealing with communication activities it is assumed they get involved in an interactional sharing meaning process where they can make use of strategies such as comprehension and confirmation checks and also clarification requests; these strategies along with the process itself could resemble, over



time, learners' language output into a more target-like form. Communicative tasks are, then, useful resources where the student can make use of the target language and involve themselves in an exchange of ideas which bring about the conscious or unconscious practice of different strategies that are used in a real language situation, by doing that, tasks could take learners to a gradual shift in their performance when using the target language.

## **2.6 Oral presentations**

Oral presentations in the EFL context are individual or group activities where students speak a prepared discourse about a topic in English and present it to others through visual aids help (Chen, 2009; Sundrarajun & Kiely, 2010). In this sense, oral presentation represents a methodological approach to practice the target language by focusing on certain themes that are to be delivered to an audience. Besides that, Oral presentations are important activities inside a classroom because they require that learners use all four language skill also, its use has demonstrated to develop activeness and autonomy in students (King, 2002).

As stated previously, it can be inferred that oral presentations are useful resources teachers can use to boost student's learning and use of the language they are learning. In connection with the aforementioned idea about Oral presentations and the relation to language learning, Farabi, Hassanvand, and Gorjian (2017) advocate the view that oral presentation represents another skill used to communicate, they additionally emphasize that this kind of speaking activities are beneficial for learners because they develop the proficiency level of the target language and foster confidence to speak in public. Thus, presentational speaking activities trigger the speaking skill along with the practice of the

other skills related to the language and are based on real-life actions because speaking to audiences is a regular action people undertake in different life contexts.

## **2.7 Strategies**

Schmeck (2013) considered that the term strategy is depicted as the implementation of different actions that are used to arrive at the realization of an objective. This conception of strategy draws some guidance to understand the importance of strategies to accomplish a specific goal and how through them learners would benefit.

Strategies are actions deliberately chosen by learners to carry out different tasks, and these actions may be used either from the very beginning when learning a target language or even at higher levels (Cohen, 2014). Thus the use of strategies in the learning process is not a topic only less experienced users of a target language employ. Instead, Strategies might appear at any time during the development of second language proficiency.

Within strategies there are also learning strategies. Nakatani (2010) claimed that learning strategies are conscious procedures learners implement to help them comprehend, retain, and retrieve aspects of the target language that is being studied. This definition implies the understanding that every resource that learners use to tackle any situation which could bring about a problem regarding language learning, are used mindfully to cope with it.

Uribe (2010) devised learning strategies as a process where learners can make their own decisions and direct their attention to what they want to learn and also need to learn. This is concerned to find ways to develop a successful learning process, it also involves the understanding of what is being learned and the choices students can opt for to succeed in

learning. For this reason, learning strategies may be considered as the different mechanisms students select when dealing with learning and how those choices take them to favorable language development.

Whenever speaking occurs, communication failures might occur to disrupt the process taking place, generating a gap that could affect the normal development of a conversation, but the use of strategies and more specifically communication strategies are useful gears to cope with problems. As Canale and Swain cited in Brown (2007) stated, communication strategies may appear for some reasons during the communication process, these reasons are to improve the message conveyed or to cover a gap when communicating.

Cohen, Weaver and Li (1995) asserted that “foreign language learning and use strategies consist of the steps or actions selected by the learners to improve the learning of a foreign language, the use of a foreign language, or both” (p. 3). This definition embraces the different actions learners carry out to monitor their target language learning, which as inferred from this quote actions are deliberately chosen to develop such a task.

## **2.8 Metacognition**

In the field of education, there is a topic that holds interests among researchers because it could yield important conclusions in terms of learning and teaching. This is metacognition. Flavell (1979) advocated the view that metacognitive knowledge has to do with that part in humans’ brains related to what is known of the world, with humans as thinking individuals and with the various mental activities, aims, and experiences. Thus, metacognition is concerned with the realization of the world as an entity that influences people’s actions, and also to those mental actions to carry out different things.

Flavell (1979) further introduced the term metacognition as an experiential phenomenon explaining that “Metacognitive experiences are any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise” (p. 906). A significant point to highlight is that metacognition, unlike any other mental process, is a conscious procedure that learners use to regulate their learning. This regulation of learning is mediated by the action of affective and cognitive factors that influence the articulation and execution of any task, having in mind that it is a conscious procedure.

Kluwe (1982), on metacognition, suggested that two main features are common when referring to metacognitive activities: the first characteristic is that the person who is carrying out a task is aware to some extent of the knowledge he/she possesses and also the knowledge other persons might have. The second main feature is that the person undertaking a task may be able to control and change the flow of ideas or thought to act as his/her mediator of knowledge. This view of metacognition shows that it is a process that refers not only to what one person could do well by his/her decision-making process but also implies the realization of others’ thinking and acting which somehow affect their doings. This is important because students may benefit from knowing about their thinking and how it helps them to carry out different tasks. Also, this finding has relevant implications at the strategy usage level because according to Dumford, Cogswell, and Miller (2016), metacognition can influence the success on what it is studied, also on the time spent on activities as well as in the process of acquisition of knowledge, which is related to learning.

Hacker, Dunlosky & Graesser (1998) further pointed out that among the different definitions given to metacognition, there is a consensus about what should be considered a straightforward definition: 1. knowing about one’s knowledge, 2. having notions about

processes, cognitive and affective matters, and 3. knowing how to deliberately monitor and regulate the mental process. This definition seems to have various components that are essential to understand clearly what is expected the students know and learn.

On the other hand, Kuhn (2000) defined metacognition as, “Enhancing (a) metacognitive awareness of what one believes and how one knows and (b) meta strategic control in the application of the strategies that process new information” (p. 178). This construct emphasizes the idea of a dual process where first there is an assumption of the ability someone has and knows and second the utilization of the knowledge with the intention of regulating the learning of new input.

## **2.9 Metacognitive Strategies**

In terms of strategies in language learning, two terms are salient: cognitive and MS. Before stating what MS are, it is relevant to mention that there seem to be overlapping definitions between cognitive and MS. According to Veenman, Marcel, and Afflerbach (2006), cognitive and MS coincide at some point, for example, questioning might be considered as cognitive and metacognitive depending on the usage and purpose given to that strategy. In this sense, one strategy is metacognitive when it is used deliberately and to achieve a met goal. Understanding this construct is essential because cognitive and MS are not only closely related to each other but they are also dependent on each other and providing a definition without considering the other may result in an unclear view of the concept (Livingston, 2003).

In the same way, MacArthur (2012) held the position that “Specific strategies are a form of metacognitive knowledge in that they are knowledge about how to approach various cognitive tasks” (p.382). Every strategy that is used to reach a final goal in certain

tasks is at some level metacognitive in nature as all of the decisions made require thinking about how to proceed appropriately to be successful in the outcome expected in the task. This means that every cognitive process implies the recognition of having a plan beforehand or at least to have notions of what to do when approaching certain tasks and how to accomplish them satisfactorily.

The use of MS brings benefits among the learners because they are tools that may enhance the development of a skill and promote learning since the use of MS triggers the learners' capacity to think arduously, which eventually improves the learning process in general (Anderson, 2002). Then, MS bestow the learners with autonomy, because their selective, and deliberate actions permit them to have a general view of their learning process which may help them build up a specific skill.

Another angle on MS is that they can be described as the "general skills through which learners manage, direct, regulate, guide their learning" (Wenden, 1998, p. 519). In other words, the main aim of MS is to make learners develop the ability to control the way they learn to achieve a satisfying learning goal. In this respect, Rubin (1990) augmented this definition by stating that MS are techniques that learners use to control their learning process throughout planning, monitoring, evaluating and constantly changing the approach to learning.

## **2.10 Metacognitive Learning strategies models**

Learning strategies is an ample term with its distinctive features. However, the extract below refers specifically to those strategies related to metacognition. Many researchers have focused on designing models to categorize the wide range of learning

strategies used; among them, there are different appreciations and some of them add their taxonomies.

Wenden (1987) identified some MS learners tend to use to regulate their learning. She categorized those strategies into (1) having knowledge about the language and what it involves in both language and language learning. (2) planning related to the purpose and execution of language learning. (3) self-evaluation. This relates to the advances learners achieve during the learning process and how they experience it.

Rubin's (1987) classification of MS involves a different scheme. She explains that those strategies are processed in different ways: planning, prioritizing, setting goals, and self-management. This scheme proposed the notion that students have to select what to focus on first before fixing some specific objectives to achieve in the task ahead.

Oxford (1990) made a distinction between learning strategies, categorizing them as direct and indirect. MS fit into her categorization of indirect strategies and she furthers her taxonomy by placing them into planning, arranging, focusing, and evaluating their learning process.

O'Malley and Chamot's (1990) MS classification related to the learning and the regulation of learning and they consider that the process includes planning, monitoring, and evaluation of the learning activity. In a general view, the planning section comprises the use of advance organizers, direct attention, functional planning, selective attention, and self-management; the monitoring involves checking, verifying, or making corrections in one's comprehension or undertaking in the process of the language task. The evaluation of the learning activity is linked to checking the outcomes of one's language learning against a fixed standard after it has been completed.

In addition to this, and providing a more detailed explanation of O'Malley and Chamot's model, they also presented a set of learning strategies that learners use. These strategies may be considered as MS as well because they can be used with an intention to regulate learning and they also evidence the metacognitive process these researchers advocate, planning, monitoring and evaluation.

**Table 1.**

*Sample adaptation table showing learning strategies and the metacognitive process involved*

<b><i>Strategy</i></b>	<b><i>Comment</i></b>	<b><i>Metacognitive process</i></b>
<i>Setting goal</i>	<i>Fixing personal objectives and being aware of the purpose of the task</i>	<i>Planning</i>
<i>Directing attention</i>	<i>Recognition by the learners to pay attention on a specific task and avoid distractors that might interrupt with their aim to succeed in the activity</i>	<i>Planning, monitoring, evaluation</i>
<i>activating background knowledge</i>	<i>Learners bring back memories that could help them to fulfill the activity</i>	<i>Planning, monitoring, evaluation</i>
<i>Predicting</i>	<i>Think in advance of the type of task and prepare the information needed to do it</i>	<i>Planning</i>
<i>organizational planning</i>	<i>Making all the necessary arrangements to do the task by using different procedures</i>	<i>Planning</i>
<i>self-management</i>	<i>setting the conditions that can help to learn better by realizing of the strengths and weaknesses and arranging the way to study best</i>	<i>Planning</i>
<i>asking if it makes sense</i>	<i>to notice the way a task was done not only to discover possible resulting problems but also diarize their advance</i>	<i>Monitoring, evaluation</i>
<i>attending selectively</i>	<i>students center their attention in identifying important lexis, ideas and chunks of language used by others to perform the best on their task</i>	<i>Planning, monitoring</i>
<i>deduction/induction</i>	<i>deliberate and self-aware use of regulations to apply during a task</i>	<i>Monitoring, evaluation</i>



Other authors like Cohen (2000) shares notions with O'Malley and Chamot on MS explaining that they indeed rest on planning, monitoring, and evaluation. Nevertheless, Cohen adds that for that cycle to occur, MS are to deal with pre-assessment and preplanning, on-line planning and evaluation, and post-evaluation of language learning activities and language use events.

### **Chapter 3: Methodology**

This section covers first, the type of research that was followed and the research method in this study stating the reason for this choice. Second, it provides a description of the participants, that is, the reason for their inclusion in this study and how they were sampled. Finally, this chapter outlines the instruments that were used for the collection of data as well.

#### **3.1 Research approach**

The present research study used a qualitative approach to research to analyze the data collected. Denzin and Lincoln (1994) assure that qualitative research involves interpretation through a natural focus on the world. This implies the understanding of the different phenomena occurring in various settings without the intrusion of the researcher.

Qualitative research has to do with the appreciation and explanation of social interaction as it occurs, whose primary aim is to understand human behavior and to resonate in describing the reason for some actions (Hancock, Ockleford, and Windridge, 2007). This focuses on the understanding of any interchange of thoughts and actions among individuals to thoroughly explain a phenomenon. The researcher of this study seeks to analyze the different actions happening in a classroom and provide a comprehensive view of the behavior evidenced.

Some of the most salient characteristics of qualitative inquiry (Hancock, Ockleford, and Windridge, 2007) are centered on six features that summarize what qualitative inquiry is.

1. Tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality).

2. Takes account of complexity by incorporating the real-world context – can take different perspectives on board.
3. Studies behavior in natural settings or uses people's accounts as data; usually no manipulation of variables
4. Focuses on reports of experience or on data which cannot be adequately expressed numerically
5. Focuses on description and interpretation and might lead to the development of new concepts or theory, or an evaluation of an organizational process
6. Employs a flexible, emergent but systematic research process

Another angle of qualitative research is given by Lichtman (2012). She expresses that when doing qualitative research, the researcher undertakes activities like collecting, organizing, interpreting, and filtering information through the senses and also the researcher uses procedures like observation and interviews. This appreciation is pertinent because this study addresses a classroom issue that may generate insights in a specific context once it has been analyzed and it makes use of different techniques exposed in her statement.

### **3.2 Methodological design**

According to Yin (2009), “a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context” (p. 18). In this sense, this research tradition is focused on studying topics with a profound look at the settings where it develops, which is an issue of great interest in teaching because it studies phenomena occurring in the classroom.

The main objective of the case study is not to make generalizations of the results obtained, instead, provide an exhaustive exploration of a singular phenomenon in a contemporary context. This is done to gain insights about a particular group of participants whose research results can contribute to knowledge in the field. To carry out this process, different research methods are considered to give a sufficient description of the particular case studied; interviews, documents, and observation and recordings are instances (Richards, 2003).

The importance of the case study is closely linked with the research question that has been posted in this document being that Yin (1994), on this subject, claims that “*how*” and “*why*” questions tend to be more empirical and this leads to the use of case study. In addition to that, looking at the subjects in one case from different angles and interpretations, the researcher can approach to provide an answer concerning how and why.

Under the umbrella term of the case study, there are three identified types. Creswell (2007) discriminates three different types of case studies: the single instrumental case study, the collective or multiple case study, and the intrinsic case study. In the single instrumental case study, the researcher focuses on one problematic issue and then select a delimited case to illustrate that concern; in the collective or multiple case study, the researcher chooses multiple case studies to illustrate the problem under investigation from different perspectives; and in the intrinsic case study, the researcher concentrates especially on the case because it represents something unique or unusual. This study used a single instrumental case study because the researcher first identified a concern related to language learning and then selected a specific case to evidence that concern. This would permit both, understand a relevant topic linked with language learning and teaching, and provide some interpretative generalizations about it.

### **3.3 Data collection techniques**

#### **3.3.1 Observation**

“Observation is the technique of gathering data through direct contact with an object— usually another human being. The researcher watches the behavior and documents, the properties of the object” (Potter, 1996, p. 98). In this sense, observation provides a live-action of the different events happening in a specified context which will serve as useful information when undertaking research.

Another angle is Johnson and Christensen (2008), who define observation as “watching behavioral patterns of people” (p.212). This means that repetitive interactions among participants can lead to an understanding of the phenomena taking place.

The research scope of observation in qualitative inquiry is ample. This is also supported by Marshall and Rossman (2006) who pinpoints that it capsules useful and significant set of behavioral patterns of the phenomena that is taking place in natural settings and whose process is carried out through note-taking by the observer.

In observation, as a data collection technique, there are two types; non-participant observation and participant observation. In the present study, non-participant observation was employed. According to Silverman (2010), in non-participant observation, the aim of the researcher is, precisely, observe the participants from a distance, which means without establishing direct contact with them. This kind of observation is undertaken so as not to influence the observed participants' modified behavior incited by the presence of an intruder.

Dawson (2002) poses her angle on these two types of observation. She explains that in direct or non-participant observation the participants are observed in a determined

situation and some technological gadgets such as cameras or one-way mirrors might be used. The researcher in this study carried out a non-participant observation as the idea was to affect the least possible in the behavior of the students, in that way any relevant data collected could remain unobtrusive.

### **3.3.2 Interview**

“The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters” (Gill, Stewart, Treasure, and Chadwick, 2008, p. 292). In this regard, the interview is an essential aspect in this study because it is possible to understand the different opinions a learner can have about a special situation and the information that may derive from the interviews may guide the researcher to find out routes to approach problematic aspects about a subject matter related to the field of study he or she is immersed in order.

In the same way, it is said that the interview functions as an important instrument when analyzing the reasons for a studied phenomenon, and it gives paramount insights from the live context of the people involved, and that is why Kvale (1996) attests that in the interview the “purpose is to obtain descriptions of the life-world of the interviewee for interpreting the meaning of the described phenomena” (pp. 5– 6).

Polkinghorne (2005) supports Kvale’s idea when he points out that “The aim of the research interview is to accomplish the researcher’s goal of gaining information from the participant” (p. 142). For this author, the interview is a way through which important information can be retrieved from the interviewee to support the researcher’s inquiry.

On the other hand, Potter (1996) defines interviewing as a method to collect information from people through questioning and encouraging them to respond via spoken

language. For this scholar, this data collection method is deemed as an interactionist approach between the interviewer and the participants. This definition implies the idea of adopting a personal approach when questioning people because the topics that will be dealt with have participants' angles as the central pivot.

In qualitative research and more specifically in data collection methods, there are different types of interviews. In the present study, a semi-structured interview was used. In this type of interview, the researcher's objective is to find out specific information that can be linked to the result obtained in other interviews (Dawson, 2002). Similarly, Gill et al., (2008), on semi-structured interviews, state that they "consist of several key questions that help to define the areas to be explored" (p. 291).

The present research proposal used semi-structured as a way to collect data from the participants under study. There are important reasons to choose this type of interview. First of all, it provides essential insights on participants under the study since the target of the in-depth interview is to transcend beyond the responses that can be withdrawn from fixed written protocols. (Arthur, Waring, Coe, and Hedges, 2012). Second, the use of in-depth interviews provides opportunities to be aware of the participants' more personal perspectives about the phenomena under study and how it affects their reality as Seidman (2006) advocates, "At the root of in-depth interviews is an interest in understanding the experience of other people and the meaning they make of that experience" (p. 9). Third, the use of an in-depth interview is a technique that can serve as a more comfortable zone to collect data; Boyce and Neale (2006) add that participants may feel less stress while entering a dialog with the interviewer. Finally, in-depth interviews contribute to comprehend features of the spoken language, such as metacognitive strategies, that are not easily visible through observations.

### **3.3.3 Checklist**

Checklists can be used to collect data from participants in a study and also as a way to access and use information. Collins dictionary defines checklist as “a list of all the things that you need to do, information that you want to find out...” (“Checklist,” n.d.). The aim then is to discover relevant information in a more practical way. Furthermore, the checklists can be considered as tools to evaluate any subject matter providing that they are designed and administered carefully (Stufflebeam, 2000).

In this regard, this specific case study used a checklist to discover the types of metacognitive strategies some students used in language classes, which goes in accordance to the final intention of this data collection instrument. The design of the checklist to achieve this goal was elaborated having in mind the Strategy Inventory for Language Learning version 7.0 by Oxford (1989). This instrument measures the types of strategies learners use; it consists of 50 statements but for this research, only the items related to metacognitive strategies for learning were used. The specific items in this checklist were tabulated for better comprehension.

### **3.4 The participants**

The setting of this study was a public university on the northeast coast of Colombia. The participants selected for this research was a group of fourth-semester undergraduate students enrolled in the subject called Communication four at the English Bachelors program. This subject allows the students to learn the foundations of the English language and the development of the speaking skill. The schedule for these classes was from Monday through Thursday 2 hours each day. There were 26 students in this class whose ages range in their early twenties. Twelve of them females and fourteen males.



This specific group was selected because of their reasonable level of the language which allowed them to communicate their thought clearly enough, providing complete ideas in their responses. These students come from medium socioeconomic status, some of them have part-time jobs, some others receive governmental aid for their studies and some others rely on economic family support. The subject of communication four, these fourth-semester students are enrolled, uses a coursebook called American English file. The teacher of this class was also a participant of this study. He is a male graduate professional in his late thirties with a specialization in the English Language with ten years of professional practice.

The researcher applied the data collection instruments to a group of ten students in two months. These participants were mainly chosen considering the proficiency level they had in the English language in the subject mentioned above, which gave varied and significant responses that were relevant for this research.

## Chapter 4: Findings

This section shows the findings derived from the analyze applied on the data collected: students' and teachers' responses on the use and applying of metacognitive strategies in the classroom. In this sense, Creswell (2012) notes that the analysis and interpretation of data encompass different to obtain relevant information which can vary from tables, figures to pictures and this can be put in a nutshell to explain what was said and offer answers to research questions.

In this section of the research, a detailed analysis of the teacher's and students' responses to the interviews, and also the analysis of the results obtained in the checklist administered to the participants and from the transcriptions in the observations are included.

### 4.1 Analysis of the teacher's interview

The following extracts correspond to a ten-question semi-structured interview (see appendix A) applied to the teacher in charge of a group of intermediate EFL students in a public university in the Caribbean coast of Colombia, the teacher in charge of this subjects holds a specialization in English language teaching and whose experience as a professor is over ten years.

This analysis begins with the teacher's perception of MS where he tried to provide information related to this topic. It is necessary to know that although the teacher has some notions on what metacognition is, he is not aware of whether his students use any metacognitive strategies or him when teaching. This is evidenced when he states in question 6

*Q6: I don't remember well but I think metacognition is related to the internal mind process a person has that the moment of learning or teaching something*

*like the way you do to teach something to learn something or to explain about something.*

From this response, the information asserts that the teacher does not fully understand the term metacognition and what it implies. It is also stated from his answer that he somehow shares some traits that are familiar with the term metacognition and that is the use of some kind of process that is to be used deliberately. As it was shown, the teacher has an idea of metacognition by considering it as a mental process that underlines a deliberate use to teach or learn. However, he is also conscious that knowing what metacognitive strategies are, may improve their students' performance and also his practice as a teacher and that is evidenced when he expresses in question 7:

*Q7: I think that we as teachers have to know different topics that could enrich our professional development and one important topic to know is metacognitive strategies.*

The teacher's belief about the importance of MS in the teaching practicums put relevance on this topic for the enhancing of his actions inside a classroom.

Regarding the methodology used by the teacher, question 1 reveals the variety of activities worked in class, all of them aiming at developing interaction among the students through the use of the target language.

*Q1: I try to involve different types of activities which can be attractive, motivating, interesting to the students. I try to do activities in which some of them have some information that the other ones don't have so that they can work in pairs. Also when they have read I try to make speaking from the reading sections read activities in groups of three or four sitting down or ask them I ask them to stand up sometimes we have kind of a broken phone when we ask one information to another one from ear to ear sometimes we do some role-plays presentations as well and activities in which they have to stand up and run to the board quickly I mean competitions they have competitions*

*that are more for vocabulary more or less that type of activities.*

It is clear from this answer that the teacher employs activities such as jigsaws, pair works, summarizing information from texts, games, and role-plays. The display of these activities can be useful to promote the use of MS among his students which eventually results in better learning and speaking because different tasks require the learners to opt for a different approach on how to cope with them which means the use of methods to plan, monitor and evaluate.

The main objective of the subject communication four in the English language program is to develop Communicative Competence at speaking throughout the development of different activities proposed by the teacher and also the ones integrated with the coursebook and by undertaking some activities the teacher can notice some strategies learners deploy as question 2 reveals:

*Q2: Sometimes they take notes before speaking, sometimes they take notes specially in vocabulary activities, also they plan maybe they plan what they are going to say first before participating, before standing up so quickly to do competitions, they prepare previously at home when they do presentations they investigate about the topic sometimes I think that they share information one another either if they're working individually or in pairs, they share outside the classroom to promote maybe like cooperative learning I think they do those kinds of activities and sometimes they do reflections too.*

The teacher's observation of his students' actions indicates at some points the use of certain MS such as organizational planning, and self-management to carry out a speaking task by doing this. They also focus on the language to be used to convey a clear message when speaking.

Although the teacher expressed at the beginning of this interview that he does not have enough knowledge of MS, he sometimes makes use of certain traits distinctive to MS and promotes among his learners how to adopt certain actions that resemble organizational patterns to better learning and task completion. Regarding this, questions 4 portrays:

*Q4: I provided them with some feedback I do it especially when students have grammar and pronunciation mistakes I copy the words in my notebook or piece of paper and then I call that student to help him or her with those mistakes so that he cannot make them in the future...sometimes I provide information about how to present a better topic better PowerPoint presentation like instruction for the slides.*

The feedback given by the teacher helps his students to evaluate their fulfillment of the speaking activity they have just done, and by providing a type of instruction for preparing the presentation of a topic he is encouraging the students to arrange everything beforehand. These two types of behavior teach the students how to evaluate and plan how to do in a speaking activity.

The MS relate to planning, monitoring, and evaluation as it has been said before in previous chapters in this investigation and regarding this, the teacher's answer from question 3 depicts a resemblance of this when he observes:

*Q3: They (the students) investigate the topic, they look for the topic on the internet and they bring papers to class like to check in class to study before having the presentation...while having the present ... they think that they get stuck sometimes and they start thinking about what they are gonna say... when they don't have the words so they think a lot they take their time to remember words, and if they make mistakes they... correct themselves in grammar or in pronunciation... after the presentation, I think that they just listen to recommendations and sit down... I don't know if they take notes or something like that.*

The teacher's appraisal of his students' actions before, while and after a speaking activity demonstrates that his students carry out a planning and monitoring process. First, by deciding on the aspect that will help them to succeed in the task and second by regulating his oral production while speaking. Nevertheless, it is not clear whether the students evaluate what they did after an oral presentation as the teacher expressed.

Some of the factors that can determine the students' successful or unsuccessful achievement in a speaking activity are time and the proficiency level in the target language the students have. In regard to this, the questions (Q) 5 and 6 from the teacher's interview draw some relevant information.

*Q5: the speaking activities... are in advance if it is a presentation they do it in advance because they need to investigate the topic but some others are without preparation, they are... done in the class taking into account the content of the communication book.*

*Q6: Some of them (the students) do well in both cases when they prepare in advance but some others which are not like the best students they make it much better their performance when they prepare it beforehand and rather than when they do it in the class I notice that they got like stuck because they don't have the vocab to use or the information to say that is when they don't have time to prepare but some others do it well in both cases.*

From the teacher's angle, time plays a crucial role in those students that present a problem when speaking the target language. It can be inferred then that when those students have more time to plan their speaking activities, their progress in the task will be more satisfactory, contributing in this way to the use of MS.

As it could be seen in the teacher's interview analysis, the teacher's methodology at some point lets us observe that he is carrying out his teaching practice aiming at developing

among his learner awareness of how to tackle learning by being conscious of what to do to improve. Besides, it was also possible to evidence throughout his answers that even though his knowledge about metacognitive strategies is scarce, he assures that knowing about these strategies could have a positive influence on himself as an educator and also on his students as language learners.

## **4.2 Analysis of students' interview**

In this section, the students' responses during the interview (Appendix C) and the data obtained will serve as a basis to examine the students' use of metacognitive strategies when speaking in class. Students answered ten questions which aimed at identifying the metacognitive strategies they used before, while and after carrying out a speaking activity in class. To provide a more reliable source of information and less biased, the ten questions were not intended to have a direct answer on them using metacognitive strategies. Besides, no examples of metacognitive strategies were provided in the questions either. The students' answers were audio-recorded and transcribed for further analysis.

To identify the MS used by the students when speaking in class, O'Malley and Chamot's (1990) taxonomy was used to categorize their answer. O'Malley and Chamot (1990) categorized MS into three broad terms; planning, monitoring and evaluation, and then subdivided the taxonomy into more sub-strategies such as advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, and self-evaluation.

### **4.2.1 Planning**

Related to question 1, which is about what the students do to convey a spoken message clearly, some of their answers were:

*S1: First of all, I try to be sure of my point of view and use the correct words so that the answers or that opinion can be clear.*

Here it is identified a planning stage in the student's speech. It can be said that there is an internal rehearsal before linguistically convey a clear personal idea, which has to do with the Organizational planning MS. Another example of this is when the student states:

*S3: Well, I take a moment to think of the answer and after that, I give my answer in the most suitable way in order for not only my teacher but also my classmates to understand.*

In this planning stage, there is a modification in the student's developing discourse to formulate a clear speech to be understood and also to utter an own acceptable way to speak, which evidence the organizational planning or plan what to do MS.

Also, from the following response, it can be seen the connection between vocabulary and the semantic interpretation that the student displays.

*S6: It depends on the topic because if I already know some things about the topic it would be easier and I search the words related to the topic so that helps me to convey the message clearly*

It is implied in this extract (S6) from the interview that there is a preparation in advance of what to say and the student makes use of familiar lexis to add on the idea being told. This continues evidencing the Organizational planning MS.

Continuing the main idea of planning what to say, one of the students stated:

*S7: Ok I try to give my opinion to express my idea using the vocabulary that I already know, but if I don't know how to express my idea maybe I ask the teacher or look for words in the dictionary.*



It is perceived in the extract above that the strategic planning of student four consisted basically in integrating known vocabulary whenever possible and including the teacher or a dictionary as an external and physical aid to produce a clear spoken message.

The excerpts stated previously (S4) focused on the students' immediate metacognitive strategies usage just before participating orally in class. However, when the students were asked about how they prepare for an oral presentation in front of others (question 2), their answers indicated a more sophisticated preparation of how to undertake a communicative task which gives rich insights into metacognitive strategies happening as stated:

*S3: Well, the first thing I do is prepare myself at home being alone... I play pretend to make a presentation in front of a specific number of people and the teacher and that way I feel more confident and I try to solve the fails or difficulties I may have maybe a "manner".*

The previous quote from the students' interview shows her interest in searching for opportunities to practice her entire discourse to maximize her spoken performance before it takes place. There is a search in the student to arrange the conditions that can help her learn by planning where, when and how to study.

As previously expressed by one student, some other lines state as well the same idea of rehearsing regularly before encountering other classmates and develop a well-structured and prepared presentation as another excerpt from question 2 furthers:

*S6: Erm... I have a method I have a little board in my house so I practice like if I were a teacher so I, I do the presentation by myself a lot of time until it is perfect*

Practicing the presentation in advance until reaching what the student considers perfection is a distinctive feature of the MS self-management. The student at this stage

makes everything possible to carry out an effective speaking activity by planning previously.

Another response to question 2 follows the line of the different actions the students take before a speaking activity to achieve a satisfactory outcome; the response is as follows:

*S7: I practice it, I tell my presentation I explain the topic to another person that I am with for example my roommates, I practice in front of a mirror I record myself explaining the topic and then I listen so it helps me correct mistakes*

Something interesting with the previous answer to question 2 (S3) is the idea of not only acting out the presentation to other classmates, but also the student's resourceful view of including a recording of his presentation to tackle any difficulty presented before the execution of the activity. This leads eventually to the development of metacognitive strategies of self-management used when carrying out a speaking activity.

Following the extracts retrieved from the students' interview on question 2, another example that illustrates the resourceful approach the students use to cope with a speaking activity, which is to plan carefully what to say and what not to say to execute the communicative task properly states:

*S10: Well, first of all, if it is about a topic that I don't know I go and do a research and most of the time as I don't know the topic the vocab is hard I look for their meaning later I try to prepare everything I gonna say I like it when I have to make a presentation I like to think that I am saying it that I am in front of my classmates I try to write everything that I am saying and I realize if I had grammar mistakes and then practice pronunciation I read and I improve*

From the previous answer, it is explained that the use of a written version of the discourse that is to be presented demonstrates the strategic metacognitive process of

advanced organization and organizational planning happening in the student's mind since it is used as a guide to study the future spoken performance that will take place and lets the student identify any contingency which could prevent him to have a favorable spoken performance.

In the final quotation from question 2 down below, the planning section for the student consisted of jotting down main ideas, researching information, and, through graphic organizers, creating a blueprint to follow when undertaking the final speaking task.

*S8: First of all, through the use of some tools. If have a presentation for the next day, I take notes at home, I do research, I learn about the topic completely and then I make a conceptual summary to synthesize the information so it can be easier for me and for my classmates.*

This kinds of MS are related to organizational planning as the student is aware of the actions to be taken to accomplish the learning task, and those actions refer to planning the sequence of ideas to express by jotting down main concepts, researching information and using a graphic organizer such as a conceptual map.

One of the most salient MS, when planning appreciated in the students' responses from the interview, is related to setting up the conditions that can help them to do a speaking activity. This MS has to do with self-management, which was portrayed in some responses for question 7.

*S6: Practice with my classmates outside the classroom and maybe I try to speak with another people it doesn't matter if they speak English or not but I try to express some ideas and that help me practice my English*

The decision of using the target language with peers and also with non-English language speakers outside a classroom setting provide the student with opportunities to

improve the proficiency in the speaking skill. This strategic planning contributes in the performance the students have during a speaking activity because rehearsing a spoken discourse signifies more control over the language expressed.

Another response given for question 7 indicates searching for opportunities to speak the English language to improve in specific components of it.

*S3: ...I teach children and that helps me a lot in my speaking and grammar.*

This answer unveils that the learner searches for opportunities to use the target language within a more realistic way considering her present situation as a student and also as a future EFL teacher. The rehearsing of the language by showing others the still developing proficiency level serves to improve two abilities the oral production and the grammar skill, strengthening the basis for the optimum development of a speaking activity.

The analysis of the information in the student's interview related to the planning portrayed the different ways the students in this study took when they are to encounter a speaking activity giving lights to the discovery of some metacognitive strategies employed to regulate their achievements in their oral activities.

#### **4.2.2 Monitoring**

In the following pieces of extracts, it was identified the various actions students implemented when monitoring their learning when speaking during speaking activities in class. In relation to this, question 3 from the students' interview ask about the goals they set when undertaking an oral presentation or any speaking activity and they expressed:

*S9: Well it's not like before or after it's like at the moment I am like spectating let's say to be like the most erm... how would it be, I erm... clear maybe at*

*the moment of talking using the right vocab and pronunciation*

*S10: Well, mainly I 'pay attention to the point I like to be clear and pronunciation and grammar they are the 3 things that I mainly at the moment of speaking is pronunciation and gramma it what I focused on*

The information shows that the students are in constant surveillance of the language they use when accomplishing a communicative task. For example, they are aware that their message has to be grammatically correct for them to be sure that what they are trying to convey is clear, which evidence that the MS monitoring production, think while speaking, is used.

Another aspect that the students consider when monitoring their speaking while in an oral activity is having in mind the different difficulties that might arise during the speaking process. The previous assumption is withdrawn from question 4 from the interview when the participants express:

*S4: When I get stuck I look for a synonym or another word or what I want to say in a different way, sometimes I have some words that I can use but most of the time I do it on the spot.*

*S8: If I have a speaking activity, for example in case I don't know the meaning of a word what I would do is to look for the meaning immediately, or look for synonyms related to it so I won't get stuck when speaking.*

Here, they are conscious of that fact, having difficulties while speaking and take actions to tackle those troubles. They mostly concentrate on paraphrasing an idea or looking for synonyms and this use of strategies are used deliberately, which is metacognitive in nature because those kinds of learning strategies depending on their use and purpose become metacognitive, as Afflerbach (2006) sets.

Yet another question retrieved from the students' interview, question 8, asks about about the things they did to understand when a classmate or the teacher was speaking their responses include:

*S1: Well, I try first of all to pay attention listen carefully what they're saying and try to link what they are saying to what I want to express later.*

*S3: I pay careful attention so I can grasp the message clearly and maybe use it as a guide for my speaking.*

This data notes that not only the students are in constant monitoring of what they say and how they say it, but they are also attentive to what their classmates express when speaking as well. For them, listening carefully and creating mental links in their mind is the strategy used to support their participation in a given topic. The MS of monitoring comprehension and thinking while speaking is displayed in these responses.

The monitoring process the students used to cope with speaking activities is focused on the solution of contingencies that they meet when using the target language while conveying their spoken message. The data also revealed that considering others in relation to their proficiency level in English influenced them to opt for a modification of the language used to achieve comprehension in the receptors of the message delivered.

#### **4.2.3 Evaluation**

One of the actions students normally do once they have finished a speaking activity is to ponder on the aspects they think caused a breakdown in their discourse. This is indicated in their responses in question 6 when asked about the changes they normally do in future speaking activities regarding their performance on previous ones. One of the responses was:

*S1: Well, I review the pitfalls I had, and depending on those pitfalls I try to improve them, say for*

*example I had this trouble in this grammar part in this sentence and I say to myself “hey” try not to do that again and I look for the right words to have a better presentation.*

In the extract above, there is a reflection process in the student’s performance in a speaking activity. The student is not concentrated on the outcome of the presentation but concentrates on the aspects to correct and the actions to take to improve.

Another answer to question 6 was:

*S2: I tell my classmates to write any bad thing I did in a presentation for example and I realized that I made some mistakes and I study more so I can’t make them again.*

This student focuses her attention on different actions to notice the possible pitfalls she could have during a presentation. By telling other people, she is self-evaluating her speaking process and reflecting on what she learned to prevent herself to make some mistakes that could stop her to achieve a good speaking goal, which is the MS self-assessment.

There is always a need in the students to know whether they did right or wrong during a speaking activity and one of the strategies this student uses is watching himself on a screen. One more response provided in question 6 state:

*S6: Yes, I evaluate myself after the presentation I watch the videos some classmates make with their phones and I take into account those mistakes so as not to repeat them.*

This attempt to measure his accomplishment met MacArthur’s (2012) position that “Specific strategies are a form of metacognitive knowledge in that they are knowledge about how to approach various cognitive tasks” (p.382). The student here is reflecting on what was learned, which evidences the self-assessment MS.

In the following quote, it is manifested as well the idea of self-. although there is not a specific action that shows how to undertake such a task here is always the idea that some things might go wrong and that things can be improved for other occasions.

*S7: I always pay attention to the mistakes that I made in a previous presentation if I know that I made a mistake, a pronunciation mistake, a grammar mistake I try to correct it for the next time.*

Question 5 highlights the idea of evaluation since the student's response about whether or not they evaluate when they finish a communication activity was:

*S10: Well, let's say it's like a self-evaluation like erm... if it was right what I said if I did what I wanted to do because before doing something we pay attention to the process, I am not paying attention to the grade and if an I do it well a try to self-evaluate and try not to do it again and to do similar things with the fact that I set to practice the mistakes I had so as not to repeat the things.*

It can be retrieved from this answer that the student unfolds a mechanism to develop a good speaking process and to learn from the flaws to avoid making mistakes again. This indicates an evaluation process as he is reflecting on what he learned.

Based on the data gathered from the students' interviews, it is marked that there is a more resourceful approach students use when planning how to initiate a communicative exchange.

They also monitor what they say when speaking using some executive skills and in terms of evaluation, it was clear that there is a tendency on regulating the way on proceeding in future communicative activities by self-reflection. The data also suggests that presentational speaking tasks allow students to display more metacognitive strategies than any other activity in class since most of their answers were based on what they did during oral presentations.



### 4.3 Analysis of observations

The following section will show the analysis on three classes that were observed during the development of the current research. The three classes were recorded, transcribed, and analyzed (see appendix D). These classes illustrated some of the ways students use to engage in the communicative activities proposed by the teacher, which give a highlight on how learners cope with speaking activities and also on how the activities proposed by the teacher promote the use of MS.

To begin the analysis, it is necessary to know that it was observed that the teacher started the classes by recapitulating some exercises pending from the textbook and after that, a grammar explanation from time to time depending on the relevance for students of the same intervention.

The topic for the first class was selected from the guide textbook used for all of the classes. This first lesson started with the presentation of a video followed by several comprehension questions related to it and then a space for students' opinion on some features highlighted in the video. The second class was about the development of a reading activity that focused grammatically on conditionals and the third and successive classes were focused on students making some oral presentations about different topics such as, technological gadgets, war, adoption, abortion, and some more.

As previously mentioned, the first class started with a video and while this was happening, some students took notes. One important fact to pinpoint in this beginning is that some students did not watch the video while taking notes. This was maybe to concentrate on the whole discourse and try to understand the gist of the video which revealed that students were preparing to convey a spoken message. Some other students

wrote specific words from the video which they considered were relevant to the development of some points when discussing answers. A couple of students also recorded the video, presented in a big television set, with their cellphones, this was done to know what to say in a subsequent video discussion. This strategy shows that they were constantly monitoring their learning to succeed in what they were required to do at a later stage of the task.

One of the strategies some other students used was to ask other classmates about a specific part of the video where they did not understand what was said. This realization of their flaws and relying on somebody else's ideas show the different actions they undertake to prepare beforehand for the speaking task that is taking place. Once the video finished, the students were asked to make comments on it, but what some of them did first was to share their ideas with peers before daring to utter their opinion to the teacher. This constant planning to talk let us know their urging need to be right on what to say and do during a speaking activity. When the video was presented for the third and last time the teacher organized the classroom into small groups where the students had to interact with others and tell what they understood from the video. In this phase, it was observed that some students talk to themselves before starting sharing their ideas with their peers while others just speak spontaneously.

The second class, which focused on developing a reading extract from the textbook, started with the teacher asking students about unfamiliar terminology to tackle future talks and once the teacher started this, some students began highlighting words from the text and looking for them in dictionaries and the internet. This was done to have a reference when talking at a later stage. After some of the vocabularies from the text were analyzed, the teacher started the comprehension section of the text and what was interesting here to

mention is that some students checked others' opinions first to model their speech to assure that their message was the one required when they were asked. Considering other voices certainly will help the speaker to negotiate meaning, which might lead to transform and improve the language uttered.

The third class observed was focused on the students' oral presentations that were given. Some of the presentations were assigned one or two days previous to the deadline and some of them with a period of one week to prepare and this is important to mention because it was observed that those with more time to rehearse proved to be better for students to determine the steps they considered best to accomplish the activity.

In the following extracts, it will be shown the discourse some students used during their presentations and how they differed in the length and lexis used when prepared with less and more time which give hindsight in the use of any metacognitive strategies student might have used.

<b>Turn 1</b>	<i>S: ok guys, my device is small, you also can carry in your pocket, we as students use it...</i>
<b>Turn 2</b>	<i>T: ok, show it. What is the name of it?</i>
<b>Turn 3</b>	<i>S: phone charge</i>
<b>Turn 4</b>	<i>T: ok, you say then my electronic device is the...</i>
<b>Turn 5</b>	<i>S: my electronic device is a phone charge</i>
<b>Turn 6</b>	<i>T: phone charger!</i>
<b>Turn 7</b>	<i>S: you know we use it to charge your cellphones and to use it you have to plug it in a switch</i>
<b>Turn 8</b>	<i>T: plug it!</i>
	<i>S: (the student takes out his phone and plugs it)</i>
<b>Turn 9</b>	<i>T: and how do I know that the cellphone is charging?</i>
<b>Turn 10</b>	<i>S: your phone has a... you see a light and you need to have one hour or two hours depend on the battery that you have</i>
<b>Turn 11</b>	<i>T: any other specific purpose of it or just to charge the battery? Ok, after one hour or two, what do you have to do?</i>
<b>Turn 12</b>	<i>S: you take the charger from your plug in and from the phone and that's it.</i>
<b>Turn 13</b>	<i>T: next! Don't omit details, the details are important even if they're too obvious. Speak!</i>

This presentation in turn one started with the students giving clues on the gadget he would present, in turn two the teacher asked the student to show the gadget as he saw that the student did not have anything on his hands, in turn four he introduced a phrase that he expected the student to use while speaking and provide the way the gadget is pronounced in turn six, as he noticed that he did not say it correctly. On the following turns, the teacher tried to make students speak more as he observed he did not prepare well the presentations of his gadget. In terms of strategy use, it can be said that the teacher's intentions of probing and questioning the student constantly are to help him somehow elaborate a more complete discourse by rephrasing and providing him with a model to monitor what to say which is a metacognitive strategy in nature.

<b>Turn1</b>	<i>S: my electronic device is a camera its <b>function</b> is it to take pictures erm.. it has erm...</i>
<b>Turn 2</b>	<i>T: only to take pictures?</i>
<b>Turn 3</b>	<i>S: and to record videos</i>
<b>Turn 4</b>	<i>S: it has a on and off button because to erm... if you press this button here it takes pictures erm... the screen of the camera some buttons that we use it for erm... this one is to make the image bigger or smaller, this one is for the computer <b>configu...rate</b> the image</i>
<b>Turn 5</b>	<i>SS: set up</i>
<b>Turn 6</b>	<i>S: set up. This is to <b>eliminate</b>...</i>
<b>Turn 7</b>	<i>SS: delete</i>
<b>Turn 8</b>	<i>S: delete, sorry, the image and it has a battery <b>compartment</b>, we put it into a charger and put it to energy</i>
<b>Turn 9</b>	<i>T: just the battery?</i>
<b>Turn 10</b>	<i>S: just the battery, we don't need any cable. It has a USB connector we can connect to a computer to download the images also it has a sd erm... card. The camera has a flash memory inside but also it has the sd. What else? It has a <b>mechanism</b> inside to take the picture with the lens here erm..., as you can see it doesn't work</i>

In the following extract from another student presenting her technological gadget, it is observed a more elaborated discourse which showed some planning before speaking.

In this extract, it can be observed that the student is trying to monitor their language while speaking and this is perceived in turns one, four, six, and ten where she made use of

cognates in her presentation and use of a technical word seen in turn eight. It can be said as well that the use of technical lexis shows the preparation in advance of her speech and her use of cognates is an acceptable strategy to maintain the flow of her discourse.

In the following extract it will be shown the discourse the student used to make her presentation. It is relevant to mention that this was done with a week of preparation and at the moment of presenting the student utilized a video projector with slides containing images and some words related to the topic.

<b>Turn 1</b>	<i>S: hello guys, I'm going to talk about abortion. Abortion is the ending of a pregnancy by <b>removal</b> or <b>extraction</b> of an <b>embryo</b> or a <b>fetus</b> before it has survived outside the uterus. Erm... ok, how to get an abortion? Abortion can only be carried out in an MHS hospital in a licensed or erm... for private for private cost depends on the stage the woman are or the methods the doctor will use to carry out that procedure. When an abortion can be carried out? Ok, abortions can only be carried out if the woman is in the forty, twenty-four week, weeks and... erm... yes... what happen during an abortion? An abortion erm... the woman before having the abortion erm... she has to attend an appointment, decide if she is short erm... and there are two options, the first one is called the medication abortion or... or it is also called the abortion pill, the woman has to take two medications and normally or usually and it has 24 or 48 hours to induce the abortion and the other one is the surgery that erm... that has a <b>minor</b> surgery, a minor procedure to remove the pregnancy most women don't have problems during the abortion but there is a small risk, for example erm... they could have excessive bleeding also infection to the <b>womb</b> or damage the <b>womb</b> and there are some example erm... a woman can be carry... can <b>induce</b> abortion also if she is at risk for example so if she was at risk, she need it to <b>induce</b> abortion; she was going to have three babies and erm... and here in the example the baby was going to... the baby would be born with a severe illness or damage and you know that abortion is a controversial topic in most... in the majority of the countries they don't, they don't allow the abortion and for example countries such as Malta, el Salvador or Dominican Republic, they don't allow the abortion and also there are a few countries that allow the abortion for example in the whole UK except in the northern Ireland they allow the abortion but the women has to stay in the 24 week or before 24 week, but in Canada is the only country that allow the abortion on whatever stage the woman is in the pregnancy and...erm... if ask for my opinion I erm... I erm... I agree with abortion because as you know erm... the <b>contraceptive methods</b> are not a hundred per cent sure, condoms or injections are not hundred per cent sure and for example if I am pregnant right now, I don't like</i>
<b>Turn 2</b>	<i>T: I wouldn't like</i>
<b>Turn 3</b>	<i>S: I wouldn't like to have the baby because I'm studying erm... I erm... I won't have the time to take care of the baby.</i>

It is observed throughout the whole speech that there is evidence of a metacognitive strategy used by planning and monitoring what to say and how to regulate what is being said. The student used technical language when referring to abortion in turn one, which is not lexis these students are accustomed to since they are not medical students and also the way the new information is introduced lets us notice that there are some steps followed to maintain the flow of the presentation and the rapport with her inner voice to achieve her communicative goal of conveying a fluent message to others.

The previous situations observed in the three classes allows the identification of the different activities the teacher proposes during the development of his classes and how those activities might promote the use of any metacognitive strategies by their students. This also pinpoints some interesting ideas about how some students cope with speaking tasks because for some of them spontaneous speaking seems to be the strategy used to encounter a speaking activity, for example, a presentation. However, relying only on this embarks the learners in a realm of possible failure. That way their speaking might show negative results. The realization of the poor display of communication should encourage students and teachers to opt for different paths to improve next time and metacognitive strategies to speak is important for them to know as having a basis on planning, monitoring, and evaluating are useful tools to improve.

#### **4.4 Analysis of the checklist**

In the analysis of this checklist (see appendix B) it will be described the students' responses when embarking in a communicational exchange during a speaking activity. It will be presented in terms of what they do before, while, and after accomplish a speaking activity. It's important to mention that for this checklist, Oxford's (1989) Strategy

Inventory for Language Learning (SILL) was considered to retrieve relevant data regarding metacognitive strategies students use. Furthermore, through this type of instrument based on scales, it can be seen the number of times students use any strategy.

#### **4.4.1 Before speaking**

One of the first thing students do is to set the aim of the speaking task making them aware of the process they need to execute to succeed in the speaking exchange. They double-check the objective of the speaking task with their teacher. Once the objectives are clear, they, to some degree, start relating concepts and ideas that help them manage the speaking activity by using their previous notions about the topic being discussed. They deliberately relate the new speaking tasks with activities that they have already worked on. However, something some of them do not consider fully before a speaking task is the use of visual aids to support their ideas, which let us appreciate that their speaking production relies mostly on spontaneity, which happens in activities that require an immediate response from the speaker. Furthermore, as they tend to rely on spontaneous speaking during an oral activity, some of them, most of the time think beforehand about how to modify their discourse so that they can maintain the rhythm of the task. They also state that the use of their mother tongue is not a tool to depend on at all times, but that some of them use it as a second alternative.

When presentational speaking activities occur in the classroom they, before starting the speaking activity, notice that their speaking act should fit into a grammatical pattern of the language to accomplish the objectives fixed to the task and they tend to associate patterns of pronunciation and grammar to place them in their upcoming speaking activity. Nevertheless, there is not a complete agreement among their answers in whether or not they

fully plan their responses before starting to speak, they partially state that at some point they do. During presentational speaking, they regularly plan and make use of a guideline, however.

It was also appreciated that to some extent they are alert to the message expressed by others when in debates or role-plays, they also stated that the rehearsal of their speaking discourse is a strategy to achieve good results in a presentational speaking task and when working in groups there is a tendency to optimize job in function of the general good of the activity and performance.

#### **4.4.2 While speaking**

When encountering a presentational speaking activity, the use of prepared materials is a route to tackle the task in development. When speaking, only a few of them think about asking the teacher to clarify any doubts they could have during the speaking activity taking place. However, they stated that when they start communicating they tend to think in advance what to say. Likewise, they stated that when they begin to speak, they tend to think in the target language while doing so.

Another strategy they also use is not to perceive the speaking activity taking place as an evaluation. This happens to some extent as some other students cannot separate assessment from the speaking activity, and while developing their spoken discourse most of the students focus their attention on the responses given by their classmates to elaborate their participation based on shared ideas.

Additionally, there is always a self-evaluation process happening while speaking as they constantly are paying attention to the grammatical patterns, lexis, and pronunciation used. Yet another strategy used is self-correction while speaking. The realization and



correction of a mistake is for them a key issue while performing a speaking activity. They also consider to include in their speaking activities new concepts learned in previous classes, this happens to most of them. The students also asserted that imitating the way native speakers talk is not a must when carrying out a speaking activity. One important aspect evidenced in the revision of the checklist is that even though the deliberate use of a variety of speaking strategies is a resource used by the students when speaking, some of them do not know the name of those strategies.

Finally, one of the difficult aspect students tend to encounter while speaking is the presentation of a complex idea through their developing target language since they aim at using a more accessible use of the language rather than elaborating a profound explanation of the concept that might cause trouble while executing any speaking activity.

#### **4.4.3 After speaking**

On the one hand, once the students have finished a speaking activity, there is not a consensus of evaluating themselves and their performance. However, for some of them, it is an important process of their learning.

The students' immediate reaction after carrying out a speaking activity is to evaluate what they did in terms of fulfillment. It means that their speaking presentation has met what was asked or what the teacher was evaluating. Also, to some extent, they can identify the flaws presented during a speaking activity. Another aspect to highlight is that for some of them there is little interaction with others to check whether or not they did well on the speaking task. However, there is another group of students who considered this and ask for and give feedback on the speaking activity they have just done.

In addition to evaluation after finishing a speaking activity, the students recognized the importance of this by accepting that they usually plan on correcting the mistakes they could have had after fulfilling a speaking activity. What is more, the self-evaluation the students do is to improve for subsequent speaking activities by adjusting some lexis and grammatical problems they could have had. As well as evaluation, in the planning of what to do for future speaking activities, they stated that they almost always look for help and corrections to succeed next time a speaking activity is proposed on this. They also stated that most of the time they look for help on more proficiency classmates that could help them to improve for future speaking activities.

Finally, some of the students reported the use of a learning log to have a summary of the different actions that they consider important to do in future speaking activities

The analysis of the data obtained from the checklist reports important aspects to pinpoint in terms of MS to use in speaking. The first idea to highlight is the importance that preparation has for most of the student. This seems to be the setting where they make use of different strategies to monitor their performance in the speaking activity that may take place. Another relevant aspect to pinpoint is the continuous monitoring process they carry out while speaking, here they display several strategies to reinforce the development of a comprehensible speaking discourse during a speaking activity.

In terms of what students do after finishing a speaking activity and the plans to make for the future, it was seen that some strategies adopted by them are metacognitive as they are used to regulate their speaking skills and the successful completion of any speaking activity they might work in the future.

## **Chapter 5: Discussion**

Different authors coincide with the relevance that MS have for the improvement of ESL and EFL learners. MS research is a reality. As a result, different studies on this topic have been addressed in many countries around the world and the Colombian context likewise, as shown in the literature review in this document. Consequently, this chapter attempts to provide an explanation and interpretation of the findings and the different positions of some scholars about MS.

This research aimed at exploring the MS a group of EFL students employed when coping with speaking activities in an English class.

### **5.1 Activities proposed by the teacher**

The data collected suggest that the participants in this study used a range of MS when undertaking speaking activities. Those MS relate to the process of planning, monitoring, and evaluating and the use of specific MS vary depending on the kind of activities proposed by the teacher and also the students' objectives to achieve in the activity. However, it is relevant to mention that even though the teacher in charge of the subject communication four, ascertained in one of the questions from the interview that he used various speaking activities in their classes, there was a display of some of the ones he mentioned and the most salient speaking activity observed was oral presentations.

The findings showed as well that among the three processes in metacognition planning, monitoring, and evaluation, planning was the process 10 participants in this research placed more emphasis in their classes displaying various MS, followed by monitoring and evaluation.

The types of activities proposed by the teacher are crucial for this research proposal because not all kinds of speaking activities may lead to the identification of MS. This assumption is based on the fact that in language learning classrooms a great deal of the speaking activities is based on the immediate response of the interlocutors. That is to say, spontaneous talks, and researches carried out on spontaneous talks happening in the development of the classes are scarce as it might be almost improbable to know whether the students employ any specific MS to monitor their language as Jordano and Touron (2018) stated “few studies address the question of how often individuals spontaneously engage in metacognitive thoughts, or how frequently people engage in metacognitive thoughts that are unprompted by task instructions that ask them to reflect on their task performance” (p, 1270).

On the other hand, among the activities the teacher used in his classes, oral presentations provided a richer environment for the identification of the MS used by the participants in the present research. Studies done on these types of activities (presentational speaking) have proven to be the field of the identifications of learning strategies (Cohen, 1998; O'Malley & Chamot, 1990). The analysis of the results from the data collection methods (interview, checklist, and observations) in this study centered mostly on this kind of presentational speaking activities.

The different oral presentations proposed by the teacher let their students prepare information regarding a specific topic. These presentations were to be arranged by the students in a period of one day, or a week.

At this point, it is relevant to mention, about strategies identification, that some difficulties might be present for the researchers to deduce from mere observation if the students use any strategies. In connection with this, it is presumed that for the identification of any strategy, some of them can be easily seen because of the behavior exposed by the learners but some others are not, and researches on this subject are still debating as there is not a consensus on considering a learning strategy as an observable behavior or an inner mental process or a combination of the two of them (Tseng, Dörnyei, and Schmitt, 2006). Nonetheless, the findings from the observations in this investigation were complemented with the interview and checklist to have a more reliable source of data.

## **5.2 Factors for the use of MS**

The data apprises that those students who had less time in preparing the information for their oral presentations, to some extent, their performance was not good enough to achieve the objective proposed by the teacher in the activity, which suggests that the metacognitive process of planning was scarce at some points, as evidenced in the amount of time they spent talking to their classmates.

Contrarily to the presentations the students made with less time for preparation, it is relevant to pinpoint that time is a factor for better performance in the use of MS as there is a close relationship between the use of MS and the time set to carry out the speaking activity. This idea goes in line with the claim that Providing the students with enough time to plan may raise and develop the awareness of the use of MS. Moreover, not only the preparation time supports the development of MS, it also helps to build up oral communication strategies that can be used when undertaking a task (Lam, 2004). It is clear

then the importance that time has in the students' preparation of the conditions to succeed in a speaking activity like an oral presentation.

The data in this study revealed that the students who executed oral presentations with more time for preparation evidenced different use of MS in planning, monitoring, and evaluation. This is asserted after having done the analysis of the observations transcripts which indicates the resources two participants used to execute their oral presentation, they first, had a timetable to fix and to finish, there was a sense of preparation because of the resource they used for the speaking activity (technological gadgets, poster, information cards). It was also perceived that they planned carefully what to say as the use of terminology proper of a written form of the language and also they experience a sequence in their discourse like everything was rearranged to maintain a natural flow of the information delivered. This planning process allows knowing the metacognitive process of planning occurring.

The use of MS allows the learner to regulate the actions taken before, while, and after an activity. The analysis of the data in this study hinted that there is a relationship between the proficiency level of the students executing a speaking activity and the use of MS. Some reasons support this claim. First of all, during the accomplishment of different oral presentations proposed by the teacher, the discourse some of the participants used was not elaborated enough to maintain a continuous flow of the message tried to be conveyed, which demonstrated that planning was scarcely done. Second, the teacher's intervention during the oral presentation, although to some extent helped the students monitor the language expressed, embodied that the monitoring process was not totally undertaken by the speakers. On the other hand, the participants that maintain a pattern in their discourse without much hesitation and interruptions from the teacher, gave lights on the different

actions the student used to plan what to do and monitor what to say to fulfill the speaking activity. This result ties well with previous studies that support the fact that proficient language learners take mindful actions to know what they are doing by implementing different strategies than less proficient learners do not (Anderson, 2003; Rasekh and Ranjbary, 2003).

Through observation, one of the activities the teacher in this study used in his classes was asking questions based on a text where students had to provide an immediate response. This type of activity may or may not have a metacognitive process involved as the process of metacognition is convoluted and requires certain skills related to some factors so it can be evidenced (Williams, 2011). Thus, the type of activities proposed is a determinant for the use of MS because the task needs to be thought demanding in order to trigger the usage of these strategies, and considering that asking students about an extract they had read it is a speaking activity hiding a reading comprehension question, there is not an arduous mental process that requires the students to use a metacognitive strategy for planning their response, for instance.

As has been mentioned, the results gathered from the different data collection methods and the analysis of the information suggest that there was a usage of MS among the participants aiming at different objectives such as having a good pronunciation while speaking, being understood by others, and achieving a favorable result after speaking. The following paragraphs discuss this in more detail.

### 5.3 About Planning

The observation process carried out in the classroom to look for MS among the learners was a source of data but the teacher in charge of the group of students under this investigation provided useful information that helped validate what was observed.

During the interview, the teacher manifested that their students made different actions related to strategic planning, for example, taking notes, sharing information before a presentation, and preparing what to say as well. These actions can be considered MS as they are decisions the learners do before a task. In line with this, O'Malley and Chamot (1990) assert that planning the parts and sequence of ideas to express to accomplish a task is what they call functional planning. About this, the functional or organizational planning metacognitive strategy refers to arrange previously everything necessary and practice any linguistic components essential to carry out a language task that is to be presented.

In terms of planning, it was noticed that they were most of the time preparing in advance the objectives to achieve that may contribute to the development of a successful process when speaking. It was distinguished that among the different objectives students aimed to achieve, 8 participants considered that pronunciation was something they were aware of in their presentational speaking activities. In the interview, the students affirmed that pronunciation is an important part before starting to use the target language in speaking. They considered that rehearsing pronunciation was important to get good results in their speaking but not as a way to imitate native speakers of the target language, instead of as a way to be comprehensible for others, which is in agreement with Ur's (1996) claim that pronunciation is simply a fact to be understood by others by uttering sounds accurate enough to reach that purpose.



Another relevant finding revealed that in their metacognitive planning process when coping with a presentational speaking activity, the students are aware that for a communication undertaking to occur, it is necessary the intervention of a second individual which is crucial for the act of speaking to happen. 4 students under investigation constantly take into account what other classmates express to complement their discourse and in that same process, they make a modification to their speech so that what they are communicating can be reached by others. In this line of thoughts, Schmeck (2013) considers that the different actions taken to aim at the realization of an objective are a strategy. Therefore, what the students do becomes metacognitive as it is used with a deliberate intention to regulate the speaking they will perform.

Not only do the results suggest that the learners plan what to say and how to say from a pronunciation angle, but they also showed that selecting the most appropriate lexis to use when speaking is essential for them because the speaking task they are working on in a specific time becomes more doable. The activities proposed by the teacher sometimes required the students to explain to others concepts or ideas that for the speakers may seem too difficult but their way to tackle that problem was (as seen in the interview) to rely on familiar vocabulary and background knowledge which helped them to express more naturally in their target language and also to convey a message clearly enough for others to understand and learn what they try to say. This use of familiar vocabulary and background knowledge by these students undoubtedly implies that the process they are doing is related to building meaning since to produce meaning some factors need to be considered, the participants and their previous information about a topic, the context of the speaking activity and the objective of the communication act (Florez, 1999).

Rehearsing was one of the salient MS students used in the planning process as about 6 students manifested using this strategy. Their rehearsal consisted of finding opportunities to practice what they had to say in the target language and the kind of language needed for a specific for the speaking presentation. This specific strategy permits the learners to regulate the way they learn and also to manage the way they want the results of the task to be. This specific strategy is linked to what MacArthur (2012) considers metacognitive knowledge because it exemplifies the knowledge required to carry out any cognitive task.

#### **5.4 About Monitoring**

With the monitoring process, the results in this study informed that students were aware of the fact that when carrying out a speaking activity, some problems may cause them to stop their discourse, and to overcome those difficulties, they usually wonder if what they are communicating makes sense and when the answer to that question is a negative response. 4 participants rely on paraphrasing the information or using synonyms so as not to stop speaking and this was done while the development of the speaking activities taking place. This resource student used reveals that even though they arrange beforehand everything possible so their message remains uninterrupted while doing the speaking activity, they have at their disposal another strategy that helps them to maintain the fluency of their speaking. The realization by the students of the language he or she possesses supports Kluwe's (1982) claim that one of the main characteristics when talking about metacognitive activities is that the person who is undertaking a specific task is to some extent conscious of what he or she knows.

The results of this study also showed that when the students were carrying out a speaking activity such as an oral presentation, their teacher influenced their regulation of

the language to be used correctly by providing vocabulary correction, grammar patterns, and pronunciation guides. Concerning this, Blakey and Spence (1990) advocate for the responsibility the students have to assume when planning and regulating their learning because if this is done by someone else it is difficult for them to become autonomous learners. This autonomy is directly linked to MS since determining the best approach to learn, results in knowledge about how to learn and act in a specific language task. On the other hand, if the teacher intends that his students learn metacognitive skills, Conley (2014) stated that learners need feedback to know how well they are doing when monitoring and evaluating that skill to develop efficient and effective use of different MS. It is not entirely clear what the teacher's purpose was by giving corrections to his student talks, but there may be positive pedagogical implications in this process that would support the development of MS, as stated by Conley, which would contribute to the way the students deal with a speaking activity.

The analysis of the results also offers more relevant data about the process of monitoring students do. It was retrieved from the data provided by the checklist that 4 students usually pay attention to the language they use when communicating in English, they are attentive to the grammar, lexis, and pronunciation they use, which means that they are constantly considering those aspects as necessary when speaking. By doing that, they are attending selectively to perform the best they can on their task. It seems that for them, grammar plays an important role in their successful development of the speaking activity because the final aim when speaking is to be understood clearly, and in that process, accuracy is somehow required to achieve that objective. That is why Halderman and

Perfetti (2008) advocate in favor of grammar by stating that good grammar helps students improve the message they try to say and consequently helps students in gaining fluency.

Monitoring the language used when undertaking a speaking activity requires the learners to be attentive to the possible adjustments to be done when conveying a clear idea, but the modifications of the language used need considering others. Bygate (1987) acknowledges that an issue that plays an important role in communication is the negotiation of meaning, which consists of the interchange of messages and ideas among participants whose mutual understanding is visible by the evidence of signals between the people speaking the language. Bearing in mind this assumption, the analysis of the information in this study and more specifically what was observed in the class suggests that negotiation of meaning occurs while students were carrying out a speaking activity and the teacher interacted with them to help the learner elaborate a better discourse and in some occasions, other classmates help, too which is when they use the target language to interact to others. This interchange of ideas at the moment of speaking, allows the students to process what they are saying and what other's responses are as well, to elaborate their discourse based on shared ideas, this constant monitoring of the target language implies that there is a need to continuously keep a track of the message said to maintain a fluent conversation and avoid an end of the communication taking place.

## **5.5 About Evaluation**

Apart from planning and monitoring, another process associated with MS use employed by students is evaluation. This has to do with the way they experienced the activity considering the positive and negative side of their performance and the actions to be taken in future tasks as stated by one of the tenets in O'Malley and Chamot's (1990) MS

model related to evaluation. The findings suggest that paying attention to the performance done in the speaking activity may help the students to recognize the flaws they had and how to correct them for future opportunities as they evaluate their achievement of the task by analyzing the fulfillment of the objectives stated. 5 students considered this tenet an important issue. They are also aware that there are some guidelines to follow during the speaking activity and make sure to complete them all. To do this they rely on classmates to record their presentation and then analyze their execution in terms of grammar, fluency, pronunciation, and other components related to the target language; the problematic issues found in that recording are studied and improved for subsequent speaking activities, it is estimated that 4 participants recognize this. This specific use of a strategy goes according to what Anderson (2002) holds about MS. The scholar expresses that they enhance the development of a specific skill and this at the same time activate in learners their capacity to think harder to look for a way to improve their learning process.

In line with the evaluation MS, one student out of the ten in this study manifested not to evaluate the performance after an oral presentation because as stated by the participant, that task was the teacher's duty. In connection with this, one of the important aspects in metacognitive learning is evaluation and this is a deliberate action that the person doing a task has to do to be aware of the process he or she did to measure the understanding of any topic. For this reason, the evaluation consists of "appraising the products and efficiency of one's learning" by re-visiting one's goals and conclusion (Schraw, 1998, p.115). If learners have self-evaluation in mind, coping with a future speaking activity will be more satisfactory as noticing flaws in their performance will enhance rearrangements and consequently learning

Based on the result of the checklist, in the aspect of evaluation, it was observed that to achieve good results in a speaking activity more precisely in presentational speaking activities, 4 students in this study rely on more proficient users of the target language to evaluate their discourse. By doing that, they concentrate on any communication failure they might have during their performance and make everything possible to avoid them in the real presentation. This reflection on what to do to evaluate their speaking with others provides significant data on MS because when metacognition occurs, the person carrying out the task is conscious to some extent of the skills she or he has and the knowledge others might have (Kluwe, 1982).

## **5.6 MS identified and Effectiveness**

Regarding O'Malley and Chamot's (1990) MS model the data drew that the participants elucidated functional or organizational planning when they were to undertake a speaking activity and more specifically a presentational speaking activity

The use of these strategies to plan allowed the students to focus on the speaking activity they took and guided them toward the development of a fluent discourse and an efficient presentation of the speaking task. It also implied that preparation before encountering a speaking activity, in this case, an oral presentation, helped the students to identify the aspects of the language where they had problems when speaking and that way they focused on those aspects to improve for the exercise that was to be completed. This thought goes in line with Dumford, Cogswell, and Miller (2016) when they stated that the use of MS influences the way learners study, prepare, and manage the time along with how the information they learned is kept and relate it to the learning outcome.

In the monitoring process, there were two means learners controlled the way they proceeded in a speaking activity either in an oral presentation or any other speaking task, monitoring comprehension, and monitoring production. One alluded to thinking while listening and the other points out thinking while speaking or reviewing the oral production that is happening. The results reported the use of these two monitoring MS, particularly during an oral presentation. Paying attention while someone else was talking, which was directly related to monitoring comprehension, this may seem like a strategy for the listening skill and it can be considered that why. However, paying attention to others requires to concentrate on a different aspect of the language such as vocabulary, pronunciation, and grammar that can serve the learners to somehow modify the speaking he or she is uttering to provide a more appropriate discourse that fits in the speaking activity that is occurring between the participants which indicate monitoring production.

The two of these strategies showed a regulation on the students' target language to deal with the activity and to perform proficiently considering the interlocutor and the self. This is why "Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication" (Leong and Ahmadi, 2017, p. 34).

The final process, evaluation, entails the self-evaluation or self-assessment metacognitive strategy, implying in the learners a reflection on what was learned from the task worked by judging their performance. The data from one of the student's interviews suggested the use of this strategy by the students once they finished a speaking activity. The evaluation was an important strategy in the students' coping with the speaking activity and it is much more important when this action is done by themselves because it entailed a

change in the learners' mind frame which led to a realization of their possible flaws after undertaking a speaking activity. This realization guided the learners to make corrections and improvements for future speaking exercises as self-assessment refers to the engagement students posit to judge their learning in regards to accomplishments and results (González, Bolívar and Verano, 2019).



## **Chapter 6: Conclusion**

The objective of this study was to describe the MS used by a group of intermediate level students of EFL when coping with speaking activities in a communication class at the language English program in a public university in Colombia. There were four specific objectives to achieve.

The first specific objective was to identify the MS students used when speaking. To achieve this, the researcher used a checklist adaptation from Oxford (1989) Strategy Inventory for Language Learning and also the interview applied to students. The data obtained from the checklist and interview showed that there is a correlation in the data obtained. The results presented that the most salient metacognitive strategies students used are related to organizational planning before speaking which disclosed that there was a tendency to plan carefully the steps to follow before beginning to speak. Another strategy used by the participants was aimed at monitoring their speaking by reformulating ideas in their minds while carrying out a speaking activity and also in terms of evaluation the participants made clear that self-assessment was paramount to cope with possible failures in future speaking activities.

The second specific objective aimed at describing the types of speaking activities proposed by the teacher. The variety of activities was emphasized in working cooperatively and also focused on individually. Most of those activities were related to tasks from the coursebook used in the classes. Among them, there were jigsaw activities, role-plays, and oral presentations; this last type of activity was the most noticeable in the classes and they were worked to develop Communicative Competence among learners. Also, these kinds of presentational speaking activities engaged the students individually and in a group to

display a set of metacognitive strategies to plan, monitor, and evaluate their performance in the activity and their learning process.

The third specific objective aimed at analyzing the factors that contributed to the use of MS. The data obtained from interviews and observations pinpointed that the students' use of MS depended on four aspects: the difficulty of the speaking activity, the type of speaking activity, the length of time assigned for the speaking activity, and the proficiency level. Students used a few strategies when they worked with speaking activities which were merely the exchange of thoughts or personal opinions. To undertake such a task, they simply relied on spontaneous talk without any preparation in advance of what to say. The speaking activities, which required a more precise use of the language, made students use a variety of strategies, among those activities there were oral presentations. The designated time for these kinds of activities needed more preparation and influenced the delivering of the message in the presentations. That is why the students developed a set of strategies that focused on tackling the difficulty of the speaking activity, the language used, and the completion of it as well. It was also concluded that the proficiency level of the students was an element for the use of MS as some of the participants did not evidence a domain of the language and the preparation of a complete discourse when presenting a speaking topic.

The fourth specific objective emphasized in determining the effectiveness of the MS used by the students to cope with speaking activities. It was concluded that the MS used by some of the students helped them to cope with the speaking activity they were undertaking. The preparation evidenced in the content developed which was packed with the planning of the message to be delivered and how that planning served to fulfill the objectives they fixed, monitoring of the language used to be proficient and clearly understood by others

and evaluation of the speaking activity done by reflecting on modifications on aspects of the language for subsequent activities.

The teacher who participated in this study was an important source of relevant information and some inferences can be derived. The analysis of the teacher's interview showed that he had some notions about metacognition and MS. This helped to understand that the methodology used in the classroom, at some point, permitted the students to work on different activities that promoted the use of MS. It was also found that the teacher while carrying out the learning process in the classroom was somehow aware of the different strategies some of their students used which focused on learning on how to learn. This was evidenced in the activities developed following the coursebook and his activities.

Another key aspect to highlight is that even though the teacher's methodology in the classroom was to develop Communicative Competence and that he at some point evidenced their students' strategical use of MS, the classes were not thoroughly developed to strengthen the students' awareness of the process of how to speak, which included the use of MS.

## **6.1 Implications**

In terms of pedagogical aspects, the findings resulting from this study were important for various reasons. First of all, exploring the field of MS on speaking could serve for improving the teaching of English. Teachers can retrieve relevant information that helps them to understand how students react to certain speaking activities which at the same time can lead to adjusting the methodology used to promote the use of these strategies. As a result, teachers may consider teaching envisaging the benefit of knowing how their students learn so as to include more activities where their students can develop MS when speaking.

Besides, this study would also be beneficial for the teaching context where this investigation was held. It may provide ideas that would help to complement the syllabus that the mentioned English program has by considering a space for the creation of a subject to teach students specific MS and the existing models and how to apply those strategies directly within the speaking skill since there is no evidence of such a subject in such degree.

In terms of researching speaking, this study provides more literature in the field of language learning and teaching regarding MS in speaking for both, comparing not only the results to what others have done in a similar context and contrasting points of views but also to know whether it is a matter of deep study to consider.

Finally, the results of this study could be used as a literature resource for similar contexts to carry out different processes regarding the teaching of English as there is a gap between speaking and MS in the EFL contexts.

On the other hand, this study had some limitations that could have affected the results from the different data collection instruments used. This study might have shown more details if it had had more participants and also more hours to observe in different speaking activities which would have given more accurate data regarding MS and speaking activities. Apart from that, it would also be important to focus a study like this only on presentational speaking activities worked inside the classroom which certainly would have provided more hindsight on how the learners regulate their speaking when learning. Finally, this study would have had more insightful data if other instruments for collecting information had been used such as stimulated recall interviews, which is a way of collecting information from recorded videos of participants just after any activity that has been done.

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### Appendix A (Teacher's Interview transcript)

<b>Interviewer</b>	<b>1. What kind of speaking activities do you carry out in your classes?</b>
<b>Teacher</b>	I try to involve different types of activities which can be attractive, motivating, interesting to the students I try to do activities in which some of them have some information that the other ones don't have so that they can work in pairs. Also when they have reading I try to make speaking from the reading sections read activities in groups of three or 4 sitting down or ask them I ask them to stand up sometimes we have kind of a broken phone when we ask one information to another one from ear to ear sometimes we do some erm role-plays presentations as well and activities in which they have to stand up and run to the board quickly I mean competitions they have competitions that are more for vocabulary more or less that type of activities
<b>Interviewer</b>	<b>2. How do you think that those activities promote the use of strategies among your students?</b>
<b>Teacher</b>	those activities promote the use of the speaking because the idea the core if to speak I think that one of the things I think those activities motivate them the first they have internal motivation to participate more they engage in the active when they are more dynamic I think that they yes sometimes they take notes yea before speaking sometimes they take notes specially either vocab activity also they plan maybe they plan what their gonna say first before participating, before standing up so quickly to do competitions they prepare previously at home when they do presentations they investigate bout the topic sometimes I think that they share information one another either if they're working individually or in pairs they share outside the classroom to promote maybe like cooperative learning I think they do those kind of activities and sometimes they do reflections too
<b>Interviewer</b>	<b>3. What have you noticed your students do before, while or after when undertaking communication tasks in the classroom for example presentations?</b>
<b>Teacher</b>	mmm before erm well sometimes I give them a topic to present sometimes I tell them that in these on that opportunity you will have a free topic ermm what I have seen is that they investigate the topic they look for the topic on the internet and they bring papers to class like to check in class to study before having the present because erm I arrive at the classroom I observe them checking ermm

	<p>handwriting pages like their own hand writing or they printing pages and they are like checking the pages and talking to other students before the presentation but I don't know if it's about the presentation or not and while presenting while having the presentation I erm.... sometimes I observe that that they think that they get stuck sometimes and they start thinking about what they're gonna say o think they forget some information or that they want that other classmate sitting listening kind of help them with appropriate words to use when they don't have the words so they think a lot they take their time to remember words remn inform, and if the make mistakes they sometimes they correct themselves in grammar or in pronunciation or I correct them erm almost simultaneously or at the end of the presentation sometimes other student can help them correct the words or use another grammar tense if they make a grammar mistakes</p>
<b>Interviewer</b>	Do they do anything when they have finished the presentation?
<b>Teacher</b>	<p>I think that they just listen to recommendations and sit down they sometimes they are nervous and after that they feel like relaxed because either can breathe deeply they can rest I think that is more socio affective factors is that what I think is that some of them feel like more relaxed when they finish the presentation but I don't know if they take notes or something like that</p>
<b>Interviewer</b>	4. Do you provide feedback on students' oral performance after a communication activity? What do you normally do?
<b>Teacher</b>	<p>yea in some cases but not all the cases I provided them with some feedback I do it especially when stud have grammar and pronunciation mistakes erm I copy the words in my notebook or piece pf paper and then I call that student to help him or her with those mistake so that he cannot make them in the future that's what I do to help them correct grammar and pronunciation mistakes sometimes I provide inform about how to present a better topic better PowerPoint presentation like instruction for the slides sometimes they write too much info or like they read I tell them to avoid reading because I don't want to see them reading I also tell them not to memorize everything because when they are gonna present they forget so just like please copy kea words and observe these key words and then talk about it use the say words to illustrate or to help yourselves in the topic that you're discussing</p>
<b>Interviewer</b>	How do you know they memorize the info during the presentation?



<b>Teacher</b>	of course I see body language, because I see that they are rolling their eyes from up and down or from side to side or looking to the ceiling yea and because the way that they speak sometimes they speak like a book like the exact and precise words taken from a book or from google from the internet.
<b>Interviewer</b>	5. Do your speaking activities require the students' preparation in advance? If they do or do not, what changes do you notice in term of their performance?
<b>Teacher</b>	well the speaking activities some of them are in advance if it is a presentation they do it in advance because they need to investigate the topic but some other are without preparation they are like they are done in the class taking into account the content of the communication book
<b>Interviewer</b>	6. And what is their performance when they prepare it in advance and when they do it spontaneously?
<b>Teacher</b>	some of them do well in both cases when the prepare in advance but some others which r not like the best students they make it much better their performance when they prepare it beforehand and rather than when they do it in the class I notice that they got like stuck because they don't have the vocab to use o the inform to say that is when they don't have time to prepare but some others do it well in both cases
<b>Interviewer</b>	7. What do you know about MS?
<b>Teacher</b>	I don't remember well but I think metacognition is related to the internal mind process a person has that the moment of learning or teaching something like the way you do to teach something to learn something or to explain about something id what your internal mind does to prepare for a topic to be ready for a topic or to be ready to learn something in whatever situation or area of the knowledge not only in English learning.
<b>Interviewer</b>	Do you promote the use of MS among your students? How?
<b>Teacher</b>	The only thing that I tell them is that they need to be relaxed they need 3 investigate bout the topic I advise them not to learn all the information by heart tell them not to do so because that is not gonna help them because our mind as human beings fail we tend to 4get things that's the only things that I teach them.

**Appendix B (Checklist)**

Write an X in the cell ( 1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT  
IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

1. NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.
2. USUALLY NOT TRUE OF ME means that the statement is true less than half the time.
3. SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.
4. USUALLY TRUE OF ME means that the statement is true more than half the time.
5. ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes YOU. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Work as quickly as you can without being careless.

If you have any questions, let the teacher know immediately.

**Before a speaking activity**

	1	2	3	4	5
1. Do you identify the goal and purpose of the activity? what you are to learn/ demonstrate in this exercise	0	0	1	8	1
2. Do you ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it?	0	1	0	2	7
3. Do you activate background knowledge? (what you already know about this situation/task)	0	1	4	3	2
4. Do you relate the task to a similar situation? (make associations).	0	2	2	5	1
5. Do you predict the vocabulary you will need? (Make word maps, groupings).	2	4	0	3	1
6. Do you think of how you might <b>circumlocute</b> for vocabulary you do not know? (Think of synonyms, antonyms, explanations, or nonverbal communication that can substitute).	0	1	3	3	3
7. Do you translate from English to (Spanish)? (any words you predict you will need that you do not already know).	0	4	3	1	2
8. Do you predict the structures (grammar) you will need?	1	1	2	3	2
9. Do you review similar tasks in your textbook?	1	3	2	2	2
10. Do you transfer sounds and structures from previously learned material to the new situation?	1	2	1	6	0
11. Do you plan your responses and contributions?	1	1	3	3	2
12. Do you prepare a general "outline"? (use notes, keywords, draw pictures).	1	2	2	3	2
13. Do you predict what the other party is going to say? (in a debate or a role-play for example)	1	1	5	3	0
14. Do you rehearse? (practice silently, act out in front of a mirror, record yourself and listen).	0	1	3	1	5
15. Do you cooperate in all areas if it is a group task?	1	0	3	5	1

**While You Are Speaking**

	1	2	3	4	5
1. Do you use your prepared materials (when allowed)?	0	0	4	4	2
2. Do you ask for clarification?	0	2	2	4	2
3. Do you delay speaking? (take time to think out your response)	0	0	5	2	3
4. Do you think in the target language ( <b>English</b> )?	0	0	2	4	4
5. Do you direct your thoughts away from the situation? (you forget it's a test and concentrate on the speaking activity itself).	0	2	5	1	2
6. Do you listen to your conversation partners? (Often you will be able to use the structure or vocabulary they use in your own response).	0	0	1	4	5
7. Do you monitor your speech by paying attention to your vocabulary, grammar, and pronunciation while speaking?	0	0	4	2	4
8. Do you self-correct. If you hear yourself making a mistake, back up and fix it?	0	1	0	2	7

9. Do you activate your new vocabulary? (Try not to rely only on familiar words).

0	0	2	3	5
---	---	---	---	---

10. Do you imitate the way native speakers talk?

0	2	3	3	2
---	---	---	---	---

11. Do you compensate by using strategies such as circumlocution, synonyms, guessing which word to use, getting help, using cognates, making up words, using gestures?

1	2	1	4	2
---	---	---	---	---

12. Do you adjust or approximate your message if you can't communicate the complexity of your idea, communicate it simply? Through a progression of questions and answers, you are likely to get your point across, rather than shutting down for a lack of ability to relate the first idea.

0	2	2	3	3
---	---	---	---	---

### After You Speak

1 2 3 4 5

1. Do you evaluate how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal?)

0	2	3	3	2
---	---	---	---	---

2. Do you identify the problem areas?

0	1	3	4	2
---	---	---	---	---

3. Do you share with peers and instructors? (ask for and give feedback)

0	4	3	2	1
---	---	---	---	---

### Plan for future tasks

1 2 3 4 5

1. Do you plan for how you will improve for the next time?

0	0	4	2	4
---	---	---	---	---

2. Do you look up vocabulary and grammar forms you had difficulty remembering?

0	0	1	5	4
---	---	---	---	---

3. Do you ask for help or correction?

1	1	2	3	3
---	---	---	---	---

4. Do you work with proficient users of the target language (English)?

1	2	4	3	0
---	---	---	---	---

5. Do you keep a learning log? (document strategies used and task outcomes, find out what works for you)

1	2	5	1	1
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### Appendix C (Students' Interview transcript)

Interviewer	1. When the teacher asks a question in which you have to give your opinion, what things do you do to convey the message clearly?
S1	First of all, I try to be sure of my point of view and use the correct words so that the answers or that opinion can be clear.
S2	Well I try to look for the most comfortable examples so as for my classmates and teacher understand.
S3	Well, I take a moment to think of the answer and after that, I give my answer in the most suitable way in order for not only my teacher but also my classmates to understand.
S4	Well, when I have to give my opinion I try to be brief to give a clear idea so that everybody can understand.
S5	Commonly when I want to give my opinion I obviously think of what I'm going to say and say it with short words
S6	It depends on the topic because if I already know some things about the topic it would be easier and I search the words related to the topic so that helps me to convey the message clearly
S7	Ok I try to give my opinion to express my idea using the vocabulary that I already know, but if I don't know how to express my idea maybe I ask the teacher or maybe I look for words in the dictionary to express
S8	The first thing that I do is to go directly to the main question of the topic and answer it directly without wandering on the answer
S9	well to convey the message clearly I always like to speak slowly with a good tone of voice and I always think before saying something always related to the topic
S10	Erm... I just say what I have to say I try to like to be clear and specific at the moment of speaking because sometimes you have the idea but most of the time you don't know how to organize it I try to organize specifically let's say look for the words that come to that point I try to organize that
Interviewer	2. When you have to make a presentation in front of your classmates, how do you prepare yourself for that?
S1	Well, erm... how do I prepare myself? depending on the topic I look for information, the main ideas of that topic and try to be relax, I try not to be nervous and be sure of what to say
S2	I do a research on the internet about the topic and if I can ask a classmate that had had an experience with that I prepare it
S3	Well, the first thing I do is prepare myself at home being alone erm... I play pretend to make a presentation in front of a specific number of people and the teacher and that way I feel more confident and I try to solve the fails or difficulties I may have maybe a "manner".
S4	Well I prepare myself, the previous day I always do it at night and I try to learn vocabulary I need to use.
S5	First, I look for information regarding the topic in Spanish and English and I jot down what is important and after that I write a paragraph and try hard to memorize it and learn it for the presentation
S6	Erm... I have a method I have a little board in my house so I practice like if I were a teacher so I, I do the presentation by myself a lot of time until it is perfect

<b>S7</b>	I practice it, I tell my presentation I explain the topic to another person that I am with for example my roommates, I practice in front of a mirror I record myself explaining the topic and then I listen so it helps me correct mistakes
<b>S8</b>	First of all, through the use of some tools. If have a presentation for the next day, I take notes at home, I do research, I learn about the topic completely and then I make a conceptual summary to synthesize the information so it can be easier for me and for my classmates
<b>S9</b>	The way I do it or the way I make it is at home I always like to do it like alone like if I was erm... already like presenting to my classmates that's the way I do it
<b>S10</b>	Well, first of all if it is about a topic that I don't know I go and do a research and most of the time as I don't know the topic the vocab is hard I look for their meaning later I try to prepare everything I gonna say I like it when I have to make a presentation I like to think that I am saying it that I am in front of my classmates I try to write everything that I am saying and I realize if I had grammar mistakes and then practice pronunciation I read I improve
<b>Interviewer</b>	3. What goals, if any, do you set yourself when undertaking an oral presentation or any speaking activity?
<b>S1</b>	Well I don't practically I don't do it.
<b>S2</b>	No, actually I don't set any objective when carrying out a speaking activity, I just do it to as an assignment I have to present and that's it, but not as if I set a goal or objective I have to attain.
<b>S3</b>	Erm generally I try to express what I was going to say but using other words I always try to express it, and although I can't maybe I find the right words.
<b>S4</b>	I always organize the most important things, like the most essential points and I organize the presentation that way.
<b>S5</b>	Yes, I try to be careful with the pronunciation part because I always tend to fail in that part and well to have a good grade, too
<b>S6</b>	I check my pronunciation and to have a good grammar while speaking
<b>S7</b>	Obviously I hope to improve in every presentation but I think that the purpose of preparing a topic for a presentation is to learn new vocabulary
<b>S8</b>	The main objective is that my message can be as clear as possible so it is I mean understandable.
<b>S9</b>	Well it's not like before or after it's like at the moment I am like spectating let's say to be like the most erm... how would it be, I erm... clear maybe at the moment of talking using the right vocab and pronunciation
<b>S10</b>	Well, mainly I pay attention to the point I like to be clear and pronunciation and grammar they are the 3 things that I mainly at the moment of speaking is pronunciation and grammar it what I focused on
<b>Interviewer</b>	4. While carrying out a communication activity, do you find any problems that could stop you to do it? If so, what do you do to solve them?
<b>S1</b>	Well, erm... sometimes it happened to me because of my nervous and I try to keep calm and return to the point, I try to go straight to what I want to say without being..., I try to solve it that way, I try to not going around the bushes and that's it.
<b>S2</b>	I ask some classmates next to me.
<b>S3</b>	Normally I don't evaluate myself because after any presentation I feel confident about what I did.
<b>S4</b>	When I get stuck I try to look for a synonym or another word or what I want to say in a different way, sometimes I have some words that I can use but most of the time I do it on the spot.

<b>S5</b>	Well, one can ask the teacher or a classmate
<b>S6</b>	I got nervous but I try to remember and also if I don't remember I ask the person near me
<b>S7</b>	The problems maybe if I don't know the topic very well or if I don't know the exact words or the vocabulary related to that topic it can stop me. I use nonverbal language I ask the teacher the correct way to express what I want to express
<b>S8</b>	If I have a speaking activity, for example in case I don't know the meaning of a word what I would do is to look for the meaning immediately, or look for synonyms related to it so I won't get stuck when speaking.
<b>S9</b>	Well most of the time this problem is related to vocabulary because I don't read that much so what I do is always try to look for it on the internet that's the only thing I use for like for my cellphone erm...well ermm teacher use to say that u need to find others words that's what I do
<b>S10</b>	Well, when I feel well I like it that when I am in a speaking activity I like that my classmates, sometime we don't realize I like it that my classmate realize of the mistake I do that if I had a mistake they tell me what did I say like you have to do this and I like to be corrected and if I realize of theirs we are paying attention so we don't make the same mistakes I try to connect at possible the ear with what I am saying like be conscious of what I'm saying and when that happens I realized and I say well I say it badly and try to correct myself immediately
<b>Interviewer</b>	5. Do you normally evaluate yourself when you finish a communication activity? If so what do you do to evaluate your performance?
<b>S1</b>	I use maybe children to speak in English helping them with their homework I also try to read books and retrieve vocabulary.
<b>S2</b>	No, I don't evaluate myself I let that task to the teacher.
<b>S3</b>	Most of the time I do, because the idea is to solve the ups and downs, for example if I have a problem now I try to fix it so in the future it doesn't happen again.
<b>S4</b>	Most of the time I evaluate myself, when I'm talking I notice something is wrong and I correct it on the go and when I finish I remember that I did something wrong and correct it for the next time.
<b>S5</b>	I evaluate my speaking a lot I pay attention of the thing I did wrong and I try hard to use it in the same class or a different one
<b>S6</b>	I evaluate myself after a presentation but I ask the other person or the teacher how was it and I ask them to give me a feedback of how was my grammar or pronunciation
<b>S7</b>	I think I know when I do a presentation I do if I do a good job or the grade the teacher gave me I know if I did it well
<b>S8</b>	Generally, I evaluate myself on how good I did it or what things I have to correct, I mean what my fails are, yes I always tend to do that.
<b>S9</b>	Well I do is always to correct myself I would say right at this moment that I am talking I'm not like clearly I would say thinking what I'm saying but later when is finished I will like to think of what I said and then look for any like erm... mistake
<b>S10</b>	Well, let's say it's like a self-evaluation like erm... if it was right what I said if I did what I wanted to do because before doing something we pay attention to the process I am not paying attention to the grade but I like to know what I want to it and if a I do it well a try to self-evaluate and try not to do it again and to do similar things with the fact that I set to practice the mistakes I had so as not to repeat the things

<b>Interviewer</b>	6. When you carry out a communication activity do you make any changes on how to cope with it regarding previous experiences?
<b>S1</b>	Well, I review the pitfalls I had and depending on those pitfalls I try to improve them, say for example I had this trouble in this grammar part in this sentence and I say to myself “hey” try not to do that again and I look for the right words to have a better presentation.
<b>S2</b>	Well, yes somehow maybe in the presentation not feel nervous, stop walking around and deal with the audience, pay more attention.
<b>S3</b>	Well, I mean mostly I do it in my house, I try to repeat what the people say in the listening exercises and I try to read as much as I can. When I see a movie, for example, I extract the words I do not know now, when I have all of the words in a document with examples and well not only words but also phrases, idioms, phrasal verbs I play with all of those words and I start to speak no matter what topic but I do it
<b>S4</b>	I always study more and prepare and organize everything in a better way depending on what I did wrong in previous tasks.
<b>S5</b>	I see the mistakes I made and don't do it again
<b>S6</b>	Yes, I evaluate myself after the presentation and I take into account those mistakes so as not to repeat them
<b>S7</b>	I always pay attention to the mistakes that I made in a previous presentation if I know that I made a mistake, a pronunciation mistake, a grammar mistake I try to correct it for the next time
<b>S8</b>	Well as I said it is about vocabulary and also about pronunciation, I correct myself always like train my pronunciation
<b>S9</b>	Yes, because well, not in this time because I entered the university but for economic and familiar questions I dropped out at that time something happened and it was that I had a presentation I started to study and the nervous and at the moment everything was uum... and I said this will never happen again I stormed out of the classroom and I didn't do it because I was scared that was in first semester and since then I've tried to face each situation I have that affects me I try to change what I failed I always self-evaluate and try to do things to correct that
<b>S10</b>	I have pen pals from Canada and the United States and we sometimes have video calls or we keep in touch through social networks and they have helped me a lot since I have improved my speaking
<b>Interviewer</b>	7. What opportunities do you look for to practice the target language in order to improve your success in speaking tasks worked in class?
<b>S1</b>	Well, the way I do it if I do it because most of the time I don't I'm not the one that prepares the oral presentations erm... I first like mmm what would it be, make it clear in my mind the topic that I'm looking for and then look for information prepare like an essay and then I start as I said before I start speaking as if I was in the presentation already
<b>S2</b>	Well, with my classmates, but outside the classroom we practice that target language
<b>S3</b>	Well I really like to watch series in English with subtitles and sometimes I teach children and that helps me a lot in my speaking and grammar.
<b>S4</b>	I look for webpages and practice
<b>S5</b>	By myself in the house I have some notes erm... on the walls with words I try to look for the meaning but just the words that I know I also write down notes topic and I try to speak and I also in front of the mirror and by myself



<b>S6</b>	Practice with my classmates outside the classroom and maybe I try to speak with another people it doesn't matter if they speak English or not but I try to express some ideas and that help me practice my English; it's better if I practice with my classmates because they're going to understand maybe we have a conversation
<b>S7</b>	well what I do is to look for videos in YouTube and see like native speakers and what I do is to repeat what they say and I realize that most of the time they say some sentences that I really hard to pronounce
<b>S8</b>	Well, erm let's say t that to practice the target language I have to be realistic and it's too difficult for me because the only source where I practice English is here in the university because in my house I don't have the chance to speak to someone in English but I try ti maintain for example chats conversation in English ermmm, just to practice well speaking and writing but generally here in the university an obviously watching videos, series but to practice as such speaking basically in chats
<b>S9</b>	I listen to songs and try to write the lyrics and then compare the real lyrics with what I wrote
<b>S10</b>	I try to speak with students from other semesters but with people I know
<b>Interviewer</b>	8. When the teacher or a classmate is speaking, what do you do to understand what he or she is saying?
<b>S1</b>	Well, I try first of all to pay attention listen carefully what they're saying and try to link what they are saying.
<b>S2</b>	First I listen carefully to what they are saying I try to somehow infer what they're saying because sometimes I don't understand everything they say maybe a new word.
<b>S3</b>	I pay careful attention so I can grasp the message clearly
<b>S4</b>	I look for the keywords that is the most important things.
<b>S5</b>	Well, I usually pay attention, like to lip-read because one can identify the words when I don't listen to it well.
<b>S6</b>	I tend to relate what it was said before to what my classmates are saying in case I don't go it and if it doesn't work I try to pay careful attention
<b>S7</b>	Erm... I look for previous knowledge about the topic or whatever the teacher is talking about or maybe if there is a word a keyword that I don't understand I look it in a dictionary
<b>S8</b>	We need to pay attention to open our eyes to not to distract myself with another thing just pay attention and ask if I don't understand id I can't listen or if I don't know a word
<b>S9</b>	English is not like the ideal English I would say, I don't speak like original English let's be clear I always like translate in my mind like interpretation I would say that at this point I am so good that I just I, I do it like faster enough to maybe just don't think enough
<b>S10</b>	Well, erm,, I never has happened that I don't understand but I try to like to look for those main words that leads me to the message because sometimes they speak but maybe he pronunciation is different maybe from one word and one tries to and I try when I listened to something for example a mispronunciation or that's not the word I try like to repeat it but like a question like I make myself sure that is the word and I try to understand everything.
<b>Interviewer</b>	If you have to make an oral presentation or any speaking activity that is in groups, how do you plan it?

<b>S1</b>	Well first, we choose different parts of the topic considering if we feel comfortable with what we have to say, we try to practice before the presentation to leave nervous behind so everything goes well
<b>S2</b>	Well first, we discuss about how to do it and when we are in the group we carry out the presentation
<b>S3</b>	Well if the activity is in groups there must be an agreement among everybody and depending on what we are asked to do, we try to split up the order of the activity so everybody can work.
<b>S4</b>	We gather and everyone look for important things about the topic and share information to decide what would be the best to choose.
<b>S5</b>	We look for information in English and Spanish, we divide the presentation through instructions to follow. If someone wants to start others can decide to focus on different aspect to speak and after that everyone study on their own on what to say and the day of the presentation, we gather and practice on how to start
<b>S6</b>	Erm... we erm.. we have a meeting and discuss about the topic and about what each member is gonna say what part of the presentation they say
<b>S7</b>	We divide the information and select a topic I like, I always explain a part of the presentation and another say another thing, all the group participate and give opinion
<b>S8</b>	Well, to carry out the activity. it depends on the activity is a presentation from an overnight and if it is in groups I am like very selective in that system of who to work with because I don't like to divide the info we try to gather and I like to always share ideas personally the most of people do it through WhatsApp
<b>S9</b>	What we usually do is to gather when the class finishes and decide who study what and then we practice in our houses.
<b>S10</b>	We decide to choose the topics for everyone and study hard each part and then get together and present
<b>Interviewer</b>	What role does your first language play at the moment of carrying out a communication activity?
<b>S1</b>	I try to make the link to what I want to say, but maybe that's bad to think in Spanish and then translate it into English that's bad, but sometimes it happens to me, and yes that's the role it plays when I try to speak
<b>S2</b>	I use it, not when speaking but in my mind, it sometimes passes through my mind, and one think in Spanish and that always confuses oneself.
<b>S3</b>	I think that besides transmitting words we transmit ideas and also we convey like a culture or traditions.
<b>S4</b>	It's important to remember the things we would like to say we based on what we want to say in the presentation
<b>S5</b>	Well, I tend to use it more often to translate.
<b>S6</b>	I don't know but I think Spanish can't help me a lot because you know that translating or relax sentences is bad but is also a good way because some words are similar in Spanish as in English and they help me keeping the flow of my speaking
<b>S7</b>	Spanish goes to a second place I think here in the classroom Spanish is not allowed, we use Spanish to express thing in the classroom but it is not allowed
<b>S8</b>	I think that when we're learning a foreign language we have to leave aside translating in the target language because if start translating Spanish to English that tends to confuse oneself. So it's better to think in the language one is learning and not in the native one

<b>S9</b>	Well, because yea the teacher is like what it be or how is it generous I sometimes like asking about some words in English or thing that I don't understand about the meaning like the time when I use my Spanish
<b>S10</b>	Well, o feel like is something positive and negative because at the moment of speaking before speaking I think and I try to think in English, right. But sometimes the structure as such grammatical we say it like I think in Spanish and I have to say it like this but English id like well that's why I said its negative my first language id gonna generate what I wanted to say but at the moment of doing it in English is ay it in Spanish but in English not with the structure that hast to be and I feel like or and con

## Appendix D First Class Observations Transcript

(25- 07 - 2019)

<b>Teacher</b>	<b>you know that every 2 units we have a video after unit one and two there is a video, three and four there is a video, five and six there is another video, we're gonna be watching unit five and six video, and tomorrow or next week you watch seven and eight video</b>
<b>S1</b>	seven and eight videos?
<b>T</b>	by the way, we start today unit 9, ok. Is everything ok?
<b>SS</b>	Ok
<b>T</b>	ready to watch the video? Ready to start?
<b>SS</b>	NO, wait!
<b>T</b>	I have the questions here in a paper, so you don't have to take out a piece of paper...
<b>S2</b>	but...
<b>T</b>	I have it here in the copy
<b>S2</b>	but, we need to take notes?
<b>T</b>	yes, of course if you want to take notes, I don't see any problem.
<b>S3</b>	if we want to record is good?
<b>T</b>	that's up to you.
<b>S3</b>	yes, it is possible (telling a partner)
<b>T</b>	ok, let's start playing the video now because if I don't do it now I will forget it, pay attention to it, copy details (the teacher plays the video on a smart tv, some students take notes, some others record the video with their cellphones and others just watch and pay careful attention. After playing the video the teacher hands in a photocopy with questions to answer) (a student starts to summarize part of the information presented in the video and the teacher stopped him when he mentions the word <i>alley</i> )
<b>T</b>	an alley! Stop there. Who wants to continue? An alley is a narrow street it could be dangerous yea, specially here in Monteria it could be dangerous
<b>S4</b>	Kurland alley, it is the most famous alley in New York city, because the place they are filmed a lot of movies...
<b>T</b>	a lot of movies...
<b>SS</b>	are filmed
<b>T</b>	have been filmed
<b>S4</b>	have been filmed, also a famous tv series called law and order.
<b>T</b>	ok, but there is something about that alley, something about in the real New York and the alley in the movies. Who'd like to tell me the difference, Agustin?
<b>S5</b>	in the movie don't appear...
<b>T</b>	in the movie don't appear what?
<b>S5</b>	construction work
<b>T</b>	in the movie construction work doesn't appear, ok and in real life it does appear. That could be one difference
<b>S6</b>	in the movie this is present as a dangerous alley
<b>T</b>	ok, in the movie that alley, Kurland alley is presented as a dangerous alley that's right, also full of...
<b>SS</b>	Trash
<b>T</b>	And..
<b>SS</b>	Graffiti

<b>S7</b>	in the real life is safe
<b>S8</b>	the only dangerous thing is construction works
<b>T</b>	what else, Carmen? The topic is iconic film location, well an iconic film location is that alley. Can you please mention another iconic film location?
<b>S9</b>	the empire state building
<b>T</b>	what does it say about that building?
<b>S9</b>	it appears in different movies and in King Kong movie
<b>T</b>	in 1973 it became an icon, why?
<b>S10</b>	because the movie Kink Kong is filmed!
<b>T</b>	in what year?
<b>SS</b>	1971
<b>T</b>	what does it say about this year?
<b>S10</b>	it was filmed
<b>SS</b>	it was the tallest building and it represent modern age at that time
<b>T</b>	in the following year it became more popular because of the movie...
<b>S10</b>	King Kong
<b>T</b>	some of you said monkey, but they don't call it monkey, what is the word they use to call that animal, the general specie? You don't know? If you copy monkey that's ok any other thing different form the questions? Hernando?
<b>S11</b>	in one of the alley was filmed crocodile Dundee...
<b>T</b>	you have one problem... (teacher starts explaining how to form the passive voice) ...the activity finished and the teacher starts the new unit from the textbook... by the title "lucky encounters" what comes to your mind?
<b>SS</b>	good luck
<b>S12</b>	a person who finds the love, like a partner
<b>S13</b>	to meet somebody that makes us feel well
<b>S14</b>	I would say it's a thing they're talking about famous place, maybe is to find a famous people...
<b>S13</b>	to have good luck
<b>T</b>	to have good luck in what way? Be more specific
<b>S13</b>	with people that help you when you have a problem
<b>S12</b>	when happen good things in a society
<b>T</b>	again! When good things...
<b>SS</b>	happened
<b>T</b>	the same structure that I said... it's not related to the video. Ok, lucky people that arrive to a place to help you in a problem that you have, that's it! There are more questions here (the book) what would you do if... I want you to make groups of four or five  .... Students sit in circles on the floor and start answering some hypothetical situations that appear in the book...
<b>T</b>	There are three pieces of reading with three people that had different lucky encounters, did you read that at home? ok please read them. The three of them ... the class finishes, and the reading activity is to be worked next class...

## Appendix E Second Class Observation Transcript

(26 - 07 - 2019)

<b>Teacher</b>	<b>the three situations are different but they are a little bit similar in the point of being helped by strangers in a difficult situation. Would you like to accept help from a stranger if you are in a difficult situation? Now the opposite if a stranger is in a difficult situation would you help him?</b>
<b>S1</b>	if it is in my hands, I would do it
<b>T</b>	if we are gonna help somebody, we need to be careful ..... a speaking activity to discuss about the reading start.... Some presentations pending start. (students have to make a presentation about a technological gadget they would like to explain)
<b>T</b>	you can use the board just in case you need to write anything, just in case you need it
<b>S2</b>	<i>my electronic device is a camera</i> is small, you also can carry in your pocket, we as students use it...
<b>T</b>	ok, show it. What is the name of it?
<b>S2</b>	phone charger
<b>T</b>	ok, you say then my electronic device is the...
<b>S2</b>	my electronic device is a phone <i>charge</i>
<b>T</b>	phone charger!
<b>S</b>	you know we use it to charge your cellphones and to use it you have to plug it in a switch
<b>T</b>	plug it!
<b>S2</b>	(the student takes out his phone and plugs it)
<b>T</b>	and how do I know that the cellphone is charging?
<b>S2</b>	your phone has a... you see a light and you need to have one hour or two hours depend on the battery that you have
<b>T</b>	any other specific purpose of it or just to charge the battery? Ok, after one hour or two, what do you have to do?
<b>S2</b>	you take the charger from your plug in and from the phone and that's it.
<b>T</b>	next! Don't omit details, the details are important even if they're too obvious. Speak!
<b>S3</b>	my device is my computer, the procedure is kind of easy you just turn it on and...
<b>T</b>	how?
<b>S3</b>	you need to press this button in order it to use maybe if the battery is low you need a computer charger, you need to place this cable into this hole and... how do you know if it is charging? It appears kind of an orange light in this little hole well, basically you can use to make any multiple things; to do a document, any presentation in PowerPoint or maybe if you have internet you have a whole things to explore or to discover.
<b>T</b>	if you press that button on keyboard what happen in the computer? Is it ready to be used? Or you need to press any other thing?
<b>S3</b>	in my case, my computer has a password for example my password is "through"
<b>T</b>	what is your password?
<b>S3</b>	I already said
<b>T</b>	you need to use the password and ...
<b>S3</b>	and then you have to press this button
<b>SS</b>	the enter button
<b>T</b>	can you tell us about the cameras, the screen

<b>S3</b>	well, the camera is... I never use it because I don't like the camera, I think it is bad quality
<b>T</b>	what is the most used activity that you use on the computer
<b>S3</b>	I think that I watch a lot of videos
<b>T</b>	in English or in Spanish?
<b>S3</b>	in English and some of them in Spanish.
<b>T</b>	now, You're not gonna use your computer, what do you do?
<b>S3</b>	erm... what was your question?
<b>T</b>	it is on, now you want to have it off.
<b>S3</b>	well, if you want to turn it off, you have to press the button that says ALT and F4
<b>T</b>	but do it!
<b>S3</b>	I was going to do that! And it says, it has three options, turn it off, how do you say suspender?
<b>T</b>	do you have the settings in Spanish or English?
<b>S3</b>	I Spanish, but I think I will put it in English. In this case I just want to turn it off I press the enter button
<b>T</b>	what is your electronic device?
<b>S4</b>	a charger. Ok guys, my electronic device is a phone charger, but it's not always a phone charger, it has other useful, uses, for example the first use it has is to recharge the battery of the cellphone as you know, we can use it as a erm... for a usb cable; you disconnect from the head of the charger and then that part is used as a USB or pen drive, you connect this part on your laptop and this on your cellphone and then it works as a USB
<b>T</b>	does it have to be original the charger to to...
<b>S4</b>	it could be a second hand but it could have problems with the laptop but it's better if you can have the original
<b>S5</b>	my electronic device is a camera its functions it to take pictures erm.. it has erm...
<b>T</b>	only to take pictures?
<b>S5</b>	and to record video, it has a on and off button because to erm... if you press this button here it takes pictures erm... the screen of the camera some buttons that we use it for erm... this one is to make the image bigger or smaller, this one is for the computer configu...rate the image
<b>SS</b>	set up
<b>S5</b>	set up. This is to eliminate...
<b>SS</b>	delete
<b>S5</b>	delete, sorry, the image and it has a battery compartment, we put it into a charger and put it to energy
<b>T</b>	just the battery?
<b>S5</b>	just the battery, we don't need any cable. It has a USB connector we can connect to a computer to download the images also it has a sd erm... card. The camera has an flash memory inside but also it has the sd. What else? It has a mechanism inside to take the picture with the lens hereerm..., as you cas see it doesn't work
<b>S6</b>	ok guys, as you can see my device are these erm... headphones. To turn it on you just need to push this button, and you can configurate the volume, you can connect it with your cellphone or computer Bluetooth. The purpose of these thing is to listen to music only.
<b>T</b>	can you tell more about the Bluetooth?
<b>S6</b>	you connect the cellphone or the computer and you will receive a message in your cellphone and you will connect.
<b>T</b>	does it need a cable? Or is it wireless?

<b>S6</b>	uhh?
<b>SS</b>	only to recharge the battery
<b>S6</b>	yes, only for that.
<b>S7</b>	Ok guys, this is a charger too. This can automatically recharge of the phones as said Diana, this kind of recharger has a cable you can connect to the computer to transfer the files.
<b>T</b>	any special recommendations to take care of them? Like to last more time
<b>S7</b>	don't bend the cable. Specially this part (showing the end of the cable)
<b>S8</b>	my electronic device is a flash drive. The flash drive is to save documents like presentations, videos or photos that you have. To use it we have to connect it in other electronic devices. The electronic device have to have a USB or flash drive port. It depends on where you can see the files, if you want it see a document you have to connect it to a laptop, if you want to see photos you can connect to a tv and that's it
<b>S9</b>	hello guys, today I'm going to present my device it's a charger but not a common charger. This is used to charge your cellphone, your computer when you don't have energy. You just put it to charge on a....erm...
<b>T</b>	on a...?
<b>SS</b>	switch
<b>S9</b>	on a switch
<b>T</b>	this is the switch (showing the light switcher). On an outlet.
<b>S9</b>	you need to put the cable of the charger in the device. You can charge your cellphone. It takes energy from the solar energy sun rises.
<b>S10</b>	there is a thought that smartphones has an important aspect in our life because they manage every aspect that we do. The present technology...the present technology is to be connected by in small patterns, so smart watches work as a small smartphone erm.. it has a camera, a button on and off, we can make calls, reply messages, listen to music, record videos, take photos and also we have WhatsApp and also the most important thing is that it has a short space.
<b>SS</b>	do we have to recharge it?
<b>S10</b>	yes, it's like a small cellphone
<b>S11</b>	this is a mini camera. What is the purpose of mini camera? Basically is to take photos and record videos. How does it work? Well, it has a button at the top of the camera as you can see it says power, if you press the button you have a retractile lens inside. It also has another button it says menu. What is a menu button? It has the configuration of the camera like the volume and all the configuration and that's it. And also you can plug to recharge the camera
<b>T</b>	Next!
<b>S12</b>	my electronic device is a memory...
<b>T</b>	a what?
<b>S12</b>	my electronic device is a flash drive, also known as a pen drive. The first pen drive required a battery but erm.. the current ones only need an electric power in the USB port. The flash drive help you to save information or documents. Its purpose is to transfer information to a pc or cellphone
<b>T</b>	any special considerations so that your device can last longer?
<b>S12</b>	No
<b>T</b>	Next!
<b>S13</b>	ok, my electronic device is... my electronic device is earphones. This is erm... this is for can listen to music or whatever...
<b>T</b>	it's for listening to music



<b>S13</b>	it's for listening to music or whatever thing you want, this part, this part is getting in this part. it doesn't have Bluetooth, and for this part you can up erm... up the volume...
<b>T</b>	you can...? You can...?
<b>S13</b>	turn up the volume, turn down the volume and stop the music or, or... if you are listening to music you erm... erm... sit e entra una llamada
<b>T</b>	what?
<b>S13</b>	how can I say erm...?
<b>SS</b>	incoming call
<b>S13</b>	incoming call you can hang up the call with this button, you can carry erm... carry it whatever you want, you can put it in your pocket
<b>T</b>	and it doesn't get damaged?
<b>S13</b>	it depends; it depends if it is cheap
<b>T</b>	how much is that?
<b>S13</b>	I think it's 40 thousand
<b>T</b>	Ok, the next one please.
<b>S14</b>	hi, my device is a smart plug, an outlet that works with Wi-Fi. The purpose of this outlet is to switch all erm... whatever you want to connect here. For example, if you want to connect here you set up in smart light app to switch the tv when you want for example, and also you can use it with google assistant. If you go to google assistant you "google, turn on or turn off my tv" you can do it. For use it for the first time erm...
<b>T</b>	to use it for the first time!
<b>S14</b>	to use it for first time you have five steps, the first one is (reading the steps on a box) using your smart phone or tablet and download the app smart light app and then you have to set up account in the app to use it
<b>T</b>	an account!
<b>S14</b>	an account for use it then you have to plug in your outlet erm... erm... there ( <i>signaling the outlet on the wall</i> ) and this button erm... it's a manual button to turn on erm... turn it on or turn it off but you can also do it using the app, so that's it.
<b>T</b>	what is the name of the electronic device?
<b>S14</b>	smart outlet
<b>T</b>	Next!
<b>S15</b>	ok, good morning. This is my electronic device, it is a... it is a remote control for video beam erm... the purpose of this gadget is to erm... make a erm... it's like to make it easier to give a presentation to erm... wait on the slide and it was like this, you have to press the button, the red button and to do like this, with a red light is call, is called laser it has also two extra buttons that are to erm... to pass the slide. You can also. It has also two more buttons in this part that are for play or stop the videos in the video beam and it works with a battery here erm... it doesn't need electricity. It is easier to... to... to use and you can bring it in your pocket in your bag, whatever you.... Thank you so much
<b>T</b>	Good! Next
<b>S16</b>	this is my erm... this is my electronic device. It is for straight the hair so it two erm... set up to provide it with... erm this is 340 degrees from to 430 erm... you plug it and you can start straighten your hair. I think that all women has in in your house
<b>T</b>	in your house, or in their house?
<b>S16</b>	in their house
<b>T</b>	Next!

### Appendix F Third Class Observation Transcript

(29- 07 - 2019)

	<b>Some presentations were pending. These presentations were assigned a week ago. The first student used a video beam with some slides with pictures and title not much info.</b>
<b>Student 1</b>	hello guys, I'm going to talk about abortion. Abortion is the ending of a pregnancy by removal or (not clear) of an embryo or a fetus before it has survived outside the uterus. Erm... ok, how to get an abortion? Abortion can only be carried out in an MHS hospital in a licensed or erm... for private for private cost depends on the stage the woman are or the methods the doctor will use to carry out that procedure. When an abortion can be carried out? Ok, abortions can only be carried out if the woman is in the forty, twenty-four week, weeks and... erm... yes... what happen during an abortion? An abortion erm... the woman before having the abortion erm... she has to attend an appointment, decide if she is short erm... and there are two options, the first one is called the medication abortion or... or it is also called the abortion pill, the woman has to take two medications and normally or usually and it has 24 or 48 hours to induce the abortion and the other one is the surgery that erm... that has a minor surgery, a minor procedure to remove the pregnancy most women don't have problems during the abortion but there is a small risk, for example erm... they could have excessive bleeding also infection to the womb or damage the womb and there are some example erm... a woman can be carry... can induce abortion also if she is at risk for example so if she was at risk, she need it to induce abortion; she was going to have three babies and erm... and here in the example the baby was going to... the baby would be born with a severe illness or damage and you know that abortion is a controversial topic in most... in the majority of the countries they don't, they don't allow the abortion and for example countries such as Malta, el Salvador or Dominican Republic, they don't allow the abortion and also there are a few countries that allow the abortion for example in the whole UK except in the northern Ireland they allow the abortion but the women has to stay in the 24 week or before 24 week, but in Canada is the only country that allow the abortion on whatever stage the woman is in the pregnancy and...erm... if ask for my opinion I erm... I erm... I agree with abortion because as you know erm... the contraceptive methods are not a hundred per cent sure, condoms or injections are not hundred per cent sure and for example if I am pregnant right now, I don't like
<b>T</b>	ok, any questions from the audience? Ok Kandy from what you said one question or two questions
<b>S1</b>	but you select the people. When can an abortion can be carried out?
<b>T</b>	Sebastian!
<b>Sa</b>	from the 8 to 40 weeks
<b>SS</b>	forty?
	For the second presenter the student used a poster with some black and white pictures
<b>T</b>	what is your topic?
<b>S2</b>	world war II. Ok, what was world war II? It was a military and politic conflict, global, between September 1 in 1939 when Germany began the resolution

	erm... of the invasion of Poland and between September 2 1945 japan officially signed the unconditional surrender after the atomic bombing of Hiroshima and Nagasaki
<b>T</b>	so, how many years of conflict?
<b>S2</b>	six years and one day. Ok, this war divided the world into two main military force they were the as block formed by Germany, Italy and Japan and the other formed by (not clear) France and the Soviet Union, there was some cause/kaus/ one of the cause /kaus/
<b>T</b>	cause!
<b>S2</b>	ok, the first of the cause was the trail of (not clear) and the resolution of the treaty of Versailles that German... Germany (not clear), the second one was the world socioeconomic crisis that motivate the rise to power of the Nazi or the Nazi party or Nazi resolution of Adolf Hitler. Also there were some competence between erm... socio economic and politic crisis erm the Jewish ... and the 35 percent of the population died.
<b>T</b>	Ok, who's next ?
<b>S3</b>	Im going to talk about soccer. It was created in 1853 in the British college was started to play. The soccer rules are: one is gain. It's played in two periods of 45 minutes with a break to 15 minutes. Second, start of play and out of play, there erm... yellow and red card, off sides, faults. This sport is played with twenty-two peoples and one ref erm... one referee. Each team has a formation like 4-3-3, cuatro, tres, tres...
<b>T</b>	and why Spanish?
<b>S3</b>	sorry, I said four, three, three...
<b>T</b>	yeah, yeah I think people understand the numbers, that is an elementary school topic.
<b>S3</b>	four players, erm... four defendant players, three midfielder players and three offensive players. Here we have some, some best players ever, some cracks like Lionel Messy, Diego Armando Maradona, Pele, Dstephano, erm... and other are Cristiano Ronaldo, Shevchenko...
<b>T</b>	and so on...
<b>S3</b>	yes, here we have the best teams ever, is football club Barcelona...
<b>T</b>	how do you know that this is the best?
<b>S3</b>	we have, we have sexteter (undecipherable utterance), real Madrid no have that. The goalkeeper is Tersteguen, the midfielder Rackitich, Bousquets and Coutinho, and the attack player are Suarez, messy and / .../ here we have the pitch, the pitch of soccer is between nine, nine and one hundred large...
<b>T</b>	length
<b>S3</b>	length, length
<b>T</b>	or long
<b>S3</b>	the spray spall /.../ is between erm... how do I say cincuenta centimetros a la redonda?
<b>SS</b>	around!
<b>S3</b>	fifty centimeters around erm... that's it!
<b>T</b>	Ok, who's next?
<b>S4</b>	hi guys, I'm gonna to talk about adoption, I had a problem with the pen drive so... What is adoption? Adoption is the permanent /.../ transfer for all the rights, for all parental rights for person or couple who want to start a couple. Adopting parents have the same rights and responsibility as biological parent, and the adopting children have erm... the same... have all the emotional, social,

	legal and /.../ benefit of biological children. What are the requirements for adopting a child? Adopting requirements are going to change according of what you live and also erm... on the kind of adoption and the /.../ that you should. Do I have to be married to adopt a child? Well, it depends, it depends on where you live like for example there are some states and countries erm... for example in Colorado erm... you have to be twenty-one years old, in Georgia you have to be 25 years old but erm... most of the countries you have to be eighteen years old to adopt a child and also in some countries you have to be fifteen years older than the child you are going to adopt...
<b>SA</b>	I have a question, they have to... to... to... that age yes? Eighteen, twenty-one, that, all that but they have to be married to adopt a child? Those persons who needs to have that age, for example if I live in Colorado and I am 21 do I need to have erm... to be married to adopt a child?
<b>S4</b>	wait, wait, wait, it depends on where you live...
<b>T</b>	questions at the end!
<b>S4</b>	it depends on where you live, there are some countries... there are some countries that require adoptive couples to be married two or three years before they are going to adopt a child, and can same sex couple and LGTB single parents adopt a child? It depends on where you live for example here in Colombia it's allow, it's allow erm... as long as they meet their requirements erm... they can adopt a child...
<b>T</b>	you know that expression that he's using "as long as" ... you know what it means?
<b>SS</b>	Yes!
<b>S4</b>	LGTB couples (x2) and individual, and individual couples can adopt a child... legally your sexuality is not a... is not a...
<b>T</b>	a requirement
<b>S4</b>	a factor (reading some notes) for adoption...erm... when you want to adopt a child. Here in Colombia you have to be eighteen-year-old or erm... twenty-year older than the child you are going to adopt and etero, etero...
<b>T</b>	heterosexual
<b>S4</b>	heterosexual couples, LGTB couples and individuals can adopt a child
<b>T</b>	Ok, guys this all for today and see you tomorrow.

### **Appendix G (Stakeholders interview guide)**

First of all, I want to thank you all for being part of this interview and taking the time to meet me today. My name is Roy David Jiménez Ariza and I would like to talk to you about your experiences in English class specifically when undertaking communication activities. This interview will take an hour approximately. I will be recording this session as I do not want to miss any of your valuable comments, I also will be taking notes while you are talking.

All of your responses will be kept confidential. This means that the information will only be shared with research tutors and academic staff like professors; and I will ensure that any information you provide will be associated with you as respondents. Remember that you are not obliged to talk about things you do not want to and you may decide to finish the interview any time you want.

Are there any questions about what I have just said?

Are you willing to participate in this interview?

**Interviewee's name**

**Date**

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**Appendix H (Students' interview)**

1. When the teacher asks a question in which you have to give your opinion, what things do you do to convey the message clearly?
2. When you have to make a presentation in front of your classmates, how do you prepare yourself for that?
3. What goals, if any, do you set yourself when undertaking an oral presentation or any speaking activity?
4. While carrying out a communication activity, do you find any problems that could stop you to do it? If so, what do you do to solve them?
5. Do you normally evaluate yourself when you finish a communication activity? If so what do you do to evaluate your performance?
6. When you carry out a communication activity do you make any changes on how to cope with it regarding previous experiences?
7. What opportunities do you look for to practice the target language in order to improve your success in speaking tasks worked in class?
8. When the teacher or a classmate is speaking, what do you do to understand what he or she is saying?
9. If you have to make an oral presentation or any speaking activity that is in groups, how do you plan it?
10. What role does your first language play at the moment of carrying out a communication activity?

### **Appendix I (Teacher's interview)**

1. What kinds of speaking activities do you carry out in your classes?
2. How do you think that those activities promote the use of strategies among students?
3. What have you noticed your students do before, while or after when undertaking communication tasks in the classroom for example presentations?
4. Do you provide feedback on students' oral performance after a communication activity? What do you normally do?
5. Do your speaking activities require the students' preparation in advance? If they do or do not, what changes do you notice in terms of their performance?
6. What do you know about MS?
7. Do you promote the use of MS among your students? How?